

Proposal for a New Undergraduate Degree (B.S.) in Wellness, Health Promotion, and Injury Prevention

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January 17, 2002

ABSTRACT

Viability of a unique, new, interdisciplinary baccalaureate degree in Wellness, Health Promotion and Injury Prevention was previously demonstrated in an extensive feasibility study report by Rorke and Goslin, submitted to the Oakland University Provost and President in April 2000.

Rationale and need for the new program has its foundation in the Healthy People 2010, (2000) report of the U.S. Department of Health and Human Services, wherein need for national interventions in wellness and health promotion are highlighted. In particular, leading causes of morbidity and mortality in the United States, including Michigan, are largely preventable; health, wellness and injury prevention is a topical area of focus for academic enquiry; and, importantly, inter-disciplinary education of specialists will meet future societal needs for practitioners.

Projected student interest was found to be high among high school, admitted and current Oakland University students, with sufficient interest to justify the commencement of the proposed degree. Interest justified the student intake numbers used in the resource analysis.

Occupational outlook and employment opportunities suggested sustained growth and demand for skills in traditional and newly emerging job categories. Prospective employer support was substantial. The eclectic, interdisciplinary approach to curriculum design, business acumen, internships, generic and practical skills were all considered strengths of the proposed degree. Favorable support was obtained from national associations.

An interdisciplinary program in Wellness, Health Promotion, and Injury Prevention (WHP) is proposed in order to respond to the needs outlined above. A comparative study yielded no similar programs in Michigan. A carefully crafted curriculum has been designed after consultation with industry experts, to meet future qualification and skill needs. Strengths of the proposed program include the flexibility to choose a specialization in one of six focus areas: general health enhancement, interventions in wellness, complementary medicine, injury prevention, exercise science and pre-professional studies.

A minor in WHP is proposed to meet the needs and interests of students taking other majors. Minors possible with a WHP major are: human resource development, psychology, sociology, anthropology, industrial safety, exercise science and a teaching minor in health education.

The degree will facilitate entry into numerous graduate study programs such as public health, psychology, counseling, human resource development, ergonomics, industrial health and safety, exercise science, education, medicine, dentistry, chiropractic, physician assistant and executive MBA.

Examination of programs and faculty support in health sciences, education and human services, and psychology, demonstrated the feasibility of the proposed program. In addition, there are superb supporting facilities and student service programs on campus.

A full proposal, including rationale, program plan, needs, viability, and implementation timetable, are outlined in this document.

OAKLAND UNIVERSITY'S PROPOSED BACCALAUREATE DEGREE IN WELLNESS, HEALTH PROMOTION, AND INJURY PREVENTION:

THE CONCEPT

Oakland University proposes a broadly trained "*wellness generalist*" with a further "*focus*," compared to the narrow specialist approach of current programs such as exercise physiology. A wellness-educated individual would have knowledge and competencies in all domains of wellness. All students would follow a *common core curriculum* and choose a *focus* area: *general health enhancement, health promotion (HP) interventions, wellness and complementary medicine, injury prevention, or, wellness and exercise science*. There would be a strong link to *human resources development (HRD)*. Students taking other degrees at Oakland University would be able to take a Minor in Wellness, Health Promotion & Injury Prevention. We also envision a teachable health education Minor, and a pre-professional track for students wishing to continue to physician assistant, medical or dental school.

"A TRUE KNOWLEDGE OF WELLNESS WITH RELATED COMPETENCIES"

A COMMON CORE CURRICULUM (96 credits) WITH FOCUS AREAS (a further 32 credits)

CORE CURRICULUM:

- **Physical Domain** – Exercise, nutrition, injury prevention, motor development, first aid, health & disease, HRAs
- **Psychosocial Domain** – Appraisal, health psychology, behavior change, stress management
- **Intellectual Domain** – Arts, literature, writing, natural science, western civilization, international studies, mathematics, ethnic diversity
- **Environmental Domain** – Global and world health issues, environmental health, industrial health & safety
- **Occupational Domain** – Economics, accounting, human resource development, program management, communication, training, research

SIX FOCUS AREAS:

1. **General Health Enhancement** – Focus on psycho-social issues, e.g. development, behavior, change, coping, motivation, substance misuse, and sexuality. Could earn Minor in Human Resource Development, Psychology, Sociology, or Anthropology.
2. **Health Promotion Interventions** – Focus on policy, legislation, managed care, evaluation, economics, planning, information management, and human resource development. Could earn Minor in Human Resource Development, Psychology, Sociology, or Anthropology.
3. **Complementary Medicine** – Focus on modalities for healing, healing traditions, and psycho-social applications. Could earn Minor in Human Resource Development, Psychology, Sociology, or Anthropology.
4. **Injury Prevention** – Focus on accident prevention from cradle to grave. Home, leisure, sport, occupational and ergonomic applications. Earn Minor in Industrial Safety.
5. **Exercise Science** – Focus on exercise physiology, kinesiology, physical activity across the life span, and health & fitness. Earn Minor in Exercise Science.
6. **Preprofessional** – Focus on natural sciences in preparation for entry to professional programs, e.g. dentistry, medicine or physician assistant.

GRADUATE STUDY OPTIONS:

Public Health Social Sciences Ergonomics Industrial Health and Safety Exercise Science

Education Medicine Dentistry Human Resources Development Chiropractic

Executive MBA Psychology Counseling Physician Assistant Other

THIS EXCITING NEW CONCEPT IS CURRENTLY IN THE DEVELOPMENT STAGE. For further information contact the WHP Program Director at Oakland University.

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INTRODUCTION AND BACKGROUND

In January of 2000, President Dr. Gary Russi, Provost Dr. Louis Esposito, and the Dean of the School of Health Sciences Dr. Ronald Olson, commissioned a feasibility study for a new interdisciplinary undergraduate degree in wellness, health promotion and injury prevention at Oakland University. The requirements were to focus on selected primary issues:

- The investigation of a wellness major that would fit current job market needs and ensure that graduates obtain work, while also providing opportunities for non-major students to take wellness- and health-related courses.
- The investigation of a program that was of an interdisciplinary and collaborative nature.
- The determination of necessary resources for such a program.

In April 2000, an extensive feasibility report was submitted by Rorke and Goslin detailing the viability of such a new program. Chapter 1 of the report addressed the rationale for an initiative by Oakland University toward a wellness and health promotion degree. Questions of what is wellness, and why wellness would be worthy of academic pursuit, were addressed. A literature review outlined the Goals and Objectives of Healthy People 2010 (2000), a report of the U.S. Department of Health and Human Services and the Surgeon General. That report, together with national and state health and disease statistics, provided the conceptual and philosophical foundation for subject matter as a focus of academic enquiry.

Chapter 2 of the report outlined methods used in the investigation. Oakland University resources and strengths, prospective program contributions and interdisciplinary collaboration were presented in Chapter 3. An analysis of the challenge and opportunity facing Oakland was followed by an examination of inter alia: national, state and Canadian programs, prospective

student interest, occupational outlook, employment prospects and support for the initiative (Chapter 4).

Wellness, health promotion and injury prevention as a focus of academic enquiry, and the initial interdisciplinary curriculum design were presented in Chapter 5. Required new resources and the financial viability were presented in Chapter 6. In Chapter 7 the authors concluded that the degree was both feasible and viable. Recommendations for program implementation were also addressed.

Conceptual approval for the program led to a national faculty search, resulting in the appointment of Dr. Stafford Rorke in August 2001, to the position of Director, Wellness, Health Promotion and Injury Prevention Program, in the School of Health Sciences.

This proposal for a new undergraduate degree at Oakland University should be seen as a synopsis and refinement of the previous feasibility study report. Readers are encouraged to refer to that report for more detailed explanations of arguments presented in this proposal.

1. RATIONALE

The rationale and need for the new program has its foundation in the Healthy People 2010, (2000) report of the U.S. Department of Health and Human Services, wherein the need for national interventions in wellness and health promotion are highlighted. In particular, the leading causes of morbidity and mortality in the United States, including Michigan, are largely preventable; health, wellness and injury prevention is a topical area of focus for academic enquiry; and, most importantly, inter-disciplinary education of specialists in wellness will meet future societal needs for practitioners.

1.1 Regional and national need for the program

Within the State of Michigan the websites of a total of 50 Colleges or Universities were examined for curriculum content (Appendix A). Seven (7) offer a 2-year associate degree and 26 offer baccalaureate programs in the allied health and wellness fields, primarily in physical education, exercise science or health education.

However, no Michigan educational institutions offer a baccalaureate degree that is philosophically or conceptually close to the proposed Oakland University degree. When approved, the Oakland baccalaureate degree in Wellness, Health Promotion, and Injury Prevention will be unique within the State of Michigan, will build upon Oakland's current strengths, and position Oakland as a leader in the wellness field.

Dr. John Munson, Associate Dean, University of Wisconsin at Stevens-Point (location of the nation's leading wellness degree program), when specifically asked about the "room" for another wellness degree in the country, responded that there are currently some 300 colleges or universities in the U.S.A. that offer courses in wellness, health education or health promotion. However, the majority of these colleges only offer a few courses, not full programs. Only about

30 are noteworthy programs and Dr. Munson felt that there is room for a "quality program." A colleague, Dr. Loy, responding to the same question, answered, "absolutely."

1.1.1 National and State occupational outlook

Health and wellness occupations are cited under human resource specialists and managers, by the US Department of Labor, in its Occupational Outlook Handbook (2000). In this broad occupational category, employers generally seek college graduates for entry-level jobs and, depending upon the job duties, a strong background in human resources, technical or liberal arts subjects, is preferred. The overall job market is likely to remain competitive in this occupational category, in view of the abundant supply of qualified college graduates and experienced workers.

However, the need for generalist human resource practitioners with an ability to manage and coordinate process functions in health, wellness, and in particular accident and injury prevention, is growing.

Notable job classifications related to the Oakland proposal are:

- a. Employee benefits managers, responsible for health insurance and other health benefits such as disability and dental insurance.
- b. Employee assistance plan managers, also called employee welfare managers, responsible for a wide variety of programs covering occupational safety and health, standards and practice, health promotion and fitness, nutrition/food services and recreational activities, counseling services, among other services (*Occupational Outlook Handbook, 2000*).

An interdisciplinary background is appropriate in the human resource field. Graduates with practical experience gained via an internship are considered better prepared for entry-level posts and are generally preferred by prospective employers. Advanced degrees are becoming increasingly important for some jobs in this field. New jobs in the field of human resource management, health and wellness will arise as a consequence of:

- a. The aging workforce.
- b. Technological advances.
- c. Legislation and court rulings setting standards in occupational safety and health, and increased benefits in health and other employee assistance areas.
- d. Rising health care costs driving intervention strategies.
- e. Increased demand for consultants.
- f. Needs of respective fields of specialization e.g. health promotion, injury prevention.

1.1.2 Employment opportunities

Determining employment opportunities for the future is complicated by a number of confounding factors. Some feasibility study focus group participants indicated they were uncertain of general market need because of cyclical patterns that are heavily dependent on the

economy. Thus, it is difficult to predict opportunities for those positions linked to commercial ventures.

However, there was general consensus among focus group participants that government and non-profit sectors can expect to see substantial increases in the need for employees in the wellness field because the benefits of implementing wellness programs are increasingly appreciated.

Within selected health promotion sectors the demand for entry-level employees is projected to rise substantially. This scenario is particularly prevalent among prominent national contractors such as Health Fitness Corporation, Johnson and Johnson Health Care Systems, and the StayWell Corporation. These contractors provide health, fitness and other wellness promotion services to large corporations such as DaimlerChrysler Corporation, Ford Motor Company and the General Motors Corporation. The reason for the anticipated continued high demand for entry-level personnel, is that people advance to better positions or start their own businesses in the field of wellness and health promotion. This results in a continued demand for entry-level personnel to replace these people.

In addition to the reasons a. through f. listed in 1.1.1 above, corporations also benefit from healthier employees and are establishing health promotion programs to accomplish this, or are enhancing existing programs. Efforts by the Federal Government to increase awareness of healthy living also result in new programs and demand for entry-level staff.

There was general consensus among feasibility study survey respondents that the general overall market-place need for wellness- and health promotion-prepared persons over the next 5-10 years would "increase slightly" (49%). The remainder predicted it would "increase substantially" (37%), while 6% were "uncertain" and 8% did not answer. With respect to their own organization's need for staff, the majority (58%) predicted a "slight increase" in need.

According to Dr. John Munson of UWSP, an increasing number of employers are moving toward hiring graduates with multiple skills in the human resource and industrial health and safety area, and he commends the conceptual approach taken by Oakland. *"Many companies are integrating their health promotion and their health safety staffs into one working unit. The model that you are initially suggesting has many strengths, particularly in that it allows students to build packages of skills that will make them marketable for entry level positions."*

Examples of prospective employment sectors are public and community health departments, where graduates can be employed in wellness outreach programs, patient education and even as interpreters. A significant employment sector is corporate and work site wellness. Other possibilities include group and seniors homes, not-for-profit agencies such as the Red Cross, the Heart and Cancer Associations, consulting companies, and educational settings. In addition, opportunities exist for entrepreneurial types wishing to start their own business as consultants, personal trainers, or in technology and computer-based HRA applications.

While feedback from external stakeholders indicates only a slight increase in the general market-place demand for entry-level employees, there is no question that job prospects are considerably enhanced with a suitable minor program of study. Further, the opportunity for advancement

within an organization is improved with a minor, particularly if the minor program of study is related to business.

Quality students and graduates willing to relocate nationally have good job prospects.

1.1.3 Job categories and hiring divisions

Based on feedback from focus group participants, survey responses and general experience with the field of wellness and health promotion, examples of job categories for graduates of the proposed program are outlined in Table I. Opportunities for advancement within this field are dependent on the individual, whether the person has an appropriate minor or second major, and what graduate education the person has attained. More difficult to determine and list are the newly emerging job categories requiring multi-skills.

Table I: Sample job categories by respective industry and potential salary range
 (** Newly emerging or restructured job categories).

INDUSTRY	JOB CATEGORY	SALARY RANGE
Commercial health and fitness	Health/fitness screening technician	\$12-18 an hour
	Wellness specialists	\$15-20 an hour
	Personal trainer part-time	\$10K-30K+
	Fitness coordinator	\$20K-30K
	Exercise/fitness trainer	\$20K-\$35K
	Personal trainer full-time	\$25-80K
Corporate wellness/contractor	Test technician	\$21K-28K; benefits
	Wellness class instructor	\$22K-30K; benefits
	Fitness specialist	\$24K; benefits
	Program specialist	\$25K;

		benefits
	Health/fitness specialist	\$22K-28K; benefits
	Fitness/wellness director	\$25K-45K; benefits
	Exercise leader/fitness trainer	\$25K-35K; benefits
	Fitness coordinator	\$25K-35K; benefits
	Exercise specialist (ACSM certified)	\$25K-50K; benefits
	Health/fitness coordinator	\$25K-40K; benefits
	Wellness center coordinator	\$30K-40K; benefits
	Injury prevention specialist	\$30K-45K; benefits
	Health educator	\$30K-40K; benefits
	Wellness coordinator	\$30K-40K; benefits
	Wellness program coordinator	\$30K-40K; benefits
	Wellness program manager	\$35K-45K; benefits
	Coordinator health promotion	\$30K-40K;

		benefits
	** <i>Employee assistance managers</i>	
	** <i>Health benefits managers</i>	
	** <i>Industrial health and safety</i>	
	** <i>Counseling</i>	
	** <i>Human resources/industrial safety</i>	
Hospital and government	Rehabilitation specialist	\$25K-\$50K; benefits
	Public health educator	\$28K-40K; benefits
	Health educator	\$30K-\$40K; benefits
	Health promotion, new programs	\$\$30K+; benefits
	Telephonic counseling	\$30K-40K; benefits
	School health educator	
	** <i>Patient educator/interpreter</i>	
Non-profit sector	Coordinator patient services	\$27K-35K; benefits
** <i>HMO's, insurance</i>	** <i>Patient educators; benefits manager</i>	
** <i>Entrepreneurial</i>	Personal training	\$15K-80K

	<i>** Consultant services/vending</i>	
	<i>** Health information management</i>	
	<i>** Computer-based applications</i>	
	<i>** Sales, marketing, equipment</i>	

The listed job categories reflect a need for persons with business management, human resource development and injury prevention backgrounds. Hiring divisions within organizations and companies vary through personnel, health promotion and wellness, health and fitness, personal and preventive services, health divisions, public health, facility management, rehabilitation, community health and education, and consulting.

1.1.4 Prospective employer support - survey responses

A 13.4% return rate was obtained from the 457 surveys that were distributed during the feasibility study. Responses were solicited from government/public health (21%), hospitals/clinics (16%) and sub-contractors of health services (10%), with industry, small business, HMO/insurance, education and commercial centers also responding. The mix of respondents lends strength to any trends established.

The majority (73%) of respondents employed people in the wellness and health promotion field and were therefore well positioned to give feedback on the Oakland proposal. The respondents employed a variety of people such as health and fitness specialists, cardiac rehabilitation personnel, nurses, health educators/promoters, nutritionists, wellness coordinators, fitness industry apprentices, ACSM exercise specialists, and others, including masters-prepared persons and clinical specialists. A bachelor's degree was representative of the required minimum qualification with additional certification and licensure also required in many cases. A majority (43%) accepted a college internship as sufficient experience for entry-level employees, though this expectation varied widely from "none" (15%), to "6-12 months" (16%), to "up to a year" (10%).

The majority of respondents (68%) felt that the proposed degree would benefit the community and the majority also expressed many positive expectations about the anticipated growth in the wellness field. Some respondents qualified statements with suggestions that it depended upon the direction of managed care, greater emphasis on injury prevention, influence of economic factors, and influence of changing population demographics.

Many indicated that they "sometimes" (47%) or "frequently" (22%) have difficulty finding well-educated wellness- and health promotion-prepared individuals to meet existing needs, and the majority felt that the general overall market-place need would "increase slightly" (49%) or

"increase substantially" (37%). Within their own organizations the majority felt they would see a "slight increase" (58%) or "substantial increase" (18%) in the need for staff.

Respondent answers to student deficiencies and competency expectations validated the curriculum content proposed for this degree. A majority (53%) were willing to provide internship sites for students and of significance, 68% were "absolutely supportive" of the Oakland initiative, 12% "moderately supportive" and only 8% were neutral.

1.1.5 Focus group meetings

In response to semi-structured survey questions at two Focus Group Meetings held on the Oakland University Campus, there was general consensus among delegates as follows:

- a. Strong support for the Oakland University proposed Baccalaureate Degree in Wellness, Health Promotion and Injury Prevention. Among participants at the second focus group this support was unanimous.
- b. The proposed degree is likely to be very attractive to students because of the flexibility of the curriculum design and was likely to be very good for Oakland University.
- c. The proposed degree was considered to be appropriate for persons wishing to undertake mid-career changes or shifts.
- d. The proposed curriculum was very favorably received in terms of being well formulated and able to meet future education needs for the health and wellness market place. The flexible, multifaceted, developmental, system- and broad-based approach was complimented, along with the option to specialize in given program areas.
- e. Both wellness and fitness were included within the curriculum.
- f. Universal support for the preparation of a generalist who is able to problem solve in a focused manner, be a critical thinker, and have the business acumen to implement solutions in diverse wellness settings. In short – "someone who can wear many hats and function in a team environment."
- g. The ability to progress within a company is stifled if one is a specialist (in the health promotion field).
- h. The internship requirements are a critical component of the degree and will ensure that prospective employees "hit the ground running."
- i. The ability to communicate effectively in a wide variety of settings and in different ways is considered critical. Therefore verbal, written and electronic communication ability is essential.
- j. The inclusion of Minor programs of study was lauded and considered essential to the success of the proposed new degree because of the enhanced marketability of graduates in the workplace.
- k. The emphasis in developing business skills was considered a strength of the proposed new degree.
- l. Overall, employment prospects for the future are expected to rise slightly and remain competitive.
- m. In some pertinent sectors a substantial increase in hiring is expected, particularly in companies contracted to provide health and wellness services in corporate and work site settings.

- n. Promotional (advancement) opportunities are limited in wellness careers and that a minor program of study in addition to the major will assist graduates in this respect.

1.2 Promotion of the role and mission of the University

From arguments presented in 1.1 above, there is no question that the proposed degree will promote the role and mission of the University. A high-quality undergraduate degree is proposed that will advance knowledge, scholarship and creative activity. Ultimately, this will lead to significant public service of an applied nature. Review of the program goals and curriculum should further reinforce this point.

1.3 Goals of the program

An interdisciplinary program in WHP is proposed in order to meet the following goals and objectives:

- Convey knowledge in all domains of wellness.
- Meet goals and objectives of *Healthy People 2010*. (2000)
- Convey behavior-change skills and health promotion competencies.
- Foster inter-disciplinary collaboration between departments at Oakland.
- Promote health and well-being for all students and staff across the campus.
- Prepare student leaders for meaningful work, fulfilling lives and responsible citizenship.
- Produce critical thinkers, problem seekers and solvers, well educated about disease and injury prevention, and health promotion.
- Produce graduates able to apply best practices using a social-environmental approach to health and health intervention.
- Produce graduates who enhance "social capital" and human performance, and ultimately, impact health statistics in a meaningful and positive manner.
- Be a program with measurable outcomes, able to pass all objective and subjective tests of evaluation.

1.4 Comparison with other programs

Internally, there are no comparable programs, and the external issues and needs are addressed in 1.1 above, with greater detail provided in the initial feasibility study report.

1.5 Source of students

A substantial number of students are attracted to careers that involve interaction with essentially healthy people. This is confirmed by School of Health Sciences Advisor, Jayne Berry, who reported that she receives regular inquiries from students stating that they are interested in health and fitness, and working with healthy, but not sick people. Carole Crum, Director of the B.S. in General Studies Degree, reported that every semester approximately 30 students in the General Studies Degree inquire about options to take health-related courses. Many of these students are non-traditional students. The structure of the proposed degree would be attractive to such

students. Feedback from participants at focus groups during the feasibility study meetings confirmed this assertion.

Despite the fact that high school students are relatively unaware of the myriad of job categories available to them in the health sciences, the findings of the feasibility study indicated a significant number of high school students are interested in this degree and that they agreed there would be corresponding job opportunities. Significantly, many indicated that if Oakland University were to offer the degree it would enhance their perceptions of the institution and positively influence their choice to attend Oakland.

Based upon high school interest and other projections in the feasibility study, 80 new students could conceivably enter the proposed program per year.

Admitted and current students expressed high interest in the proposed program. Students in two Oakland University HS 201 classes (approximately 300 students) were informed of the proposed curriculum structure and specialization options. Twenty-one (21) students signed a statement to the effect that they would adopt the new Major if approved in time for them to benefit, and letters of support were received from three prospective students.

Five hundred and forty-nine (549) admitted and current Oakland University students completed survey questionnaires during the feasibility study (average age 21.9 years, 411 female, 138 male). These students were representative of a wide range of majors on the Oakland University campus: accounting, anthropology, art, history, general studies, biochemistry, biology, business, communication, computer science, engineering, East Asian studies, economics, education, English, exercise science, health science, history, human resource development, industrial health and safety, Japanese, journalism, law, management, marketing, mathematics, medical laboratory science, management information systems, nursing, physical therapy, physics, political science, pre-medicine, psychology, public relations, sociology, Spanish, and 78 undecided.

There was general consensus that it is a good idea for Oakland to proceed with a degree in wellness, health promotion and injury prevention, for example, in response to a question: *"Knowing the content of the proposed wellness degree, if this program had been offered when you chose your course of study, would you have selected the wellness major over your current major?"* A total of 52% (n=283) responded either "maybe" (n=201), more favorably (n=55), or "absolutely" (n=27).

The overall response supported the rationale that Oakland University should anticipate applications from between 80-120 students annually. Conservatively, students admitted to the proposed degree are predicted at 30 in the first year, 40 in the second and 50 in the third, with a steady-state of 50 new students per year (total 200+ in program).

Table II below is a direct extraction from the initial feasibility report and outlines the factors associated with the determination of predicted student numbers in the proposed degree.

Table II: Factors associated with the determination of predicted student numbers.

Direct impact on prediction	For discussion see feasibility text section reference
Current B.S. in General Studies student interest: (30+ per semester)	Sections 3.7; 4.3
High school student interest:(4% of 2,000 annual intake = 80 students)	Section 4.3.1
Input from School of Health Sciences Advisor: (daily inquiry from 2-3 students interested in non-traditional health options)	Section 4.3
Admitted and current student response:(5% of 2,000 annual intake = 100 students, by a factor of .3 = 30)	Section 4.3.2
HS 201 student interest:(21 students signed statement eager to select wellness major)	Sections 3.7; 4.3Appendix I.
Student letters of support:(requesting start of proposed degree)	Appendix I.
Projected growth rate of Oakland University student numbers (12%)	Section 4.3.1
Indirect impact on prediction	
University of Wisconsin Steven's Point student numbers (Oakland program has more specialization options)	Section 4.2
University of Wisconsin Steven's Point Faculty support	Section 4.7 Appendix K
U.S. Department of Health and Human Services support	Appendix K
American College Health Association Task Force support	Appendix K
Employer, focus group and letters of support	Sections 4.6; 4.7 Appendix K
Employment prospects	Sections 4.4; 4.5
Unique Michigan program and effective marketing	Sections 5.1; 7

2. SELF-STUDY OF THE ACADEMIC UNIT

2.1 Meeting goals of the unit

The proposed new program would be a logical extension of program offerings in the School of Health Sciences. The closest link to the proposed new program is the current exercise science program. Indeed, students selecting the exercise science track in the proposed major, would obtain a minor in exercise science. All faculty within this program are supportive of the initiative, while at the same time, cognizant of the fact that approval of additional resources is imperative for the program to be viable.

The current acting director of the industrial health and safety program, Dr. Dick Rozek, has expressed support for the initiative and has agreed to the development of a specific minor in Industrial Safety for students interested in the proposed injury and accident prevention track.

Physical therapy faculty members support the initiative. A number of the staff in physical therapy have graduate degrees in public health and are well-positioned to advise about the further development of the proposed program. Further, they also have teaching and research skills that may be used in the proposed program.

2.2. Staffing needs

While existing faculty in the School of Health Sciences, primarily the exercise science program, will make a substantial contribution to the proposed new program by providing existing courses, this is considered to be an entirely new program, structured differently from the B.S. in Health Sciences. In particular, there is considerable emphasis on interdisciplinary preparation of students, specifically in fields such as psychology and human resource development. Existing faculty in these departments will play a leading role in the initial implementation of the program. However, given that the curriculum design relies heavily on the provision of courses from the general education, human resource development and psychology rubrics, additional faculty will be required as the program grows.

It will be necessary to hire new faculty in the School of Health Sciences (WHP and EXS), the College of Arts and Sciences (PSY and departments offering General Education and other courses), and the School of Education and Human Services (HRD) to handle the teaching for the new degree. In addition to the WHP Program Director, in the first year one new faculty would be needed, in the second year 3.5 additional faculty, and in the third year three additional new faculty would be needed. By the time a steady state condition is reached, one additional faculty would be needed.

Thus, University-wide, excluding the WHP Program Director, total new faculty needs for the WHP degree would be:

Year 1 = 1 Year 2 = 4.5 Year 3 = 7.5 Year 4 = 8 Steady state = 9.

In addition to faculty, there would be a need for clerical, teaching assistant, and advising staff. This need progressively increases with each year of the new degree.

2.3 Faculty qualifications

Current faculty in the School of Health Sciences, within the exercise science, health sciences, and industrial health and safety programs, as well as faculty in human resource development and psychology, are admirably qualified to contribute to the initial start of the program. A list of Oakland University resources is presented in Appendix B and existing faculty qualifications (Vitae) are submitted in Portfolio A.

2.4 Library holdings

An analysis and report of library holdings in the health sciences, and future needs, was conducted by Mildred Merz and is presented in [Appendix C](#). Needs are accounted for in the budget proposal.

2.5 Classroom and laboratory space

Significant needs arise in the provision of classroom and laboratory space for this program, particularly once the degree reaches the projected steady-state intake of 50 students per year. The exercise science program and the proposed new program share common program, equipment and laboratory procedures, and should be housed in close proximity owing to the extensive collaboration envisaged for these two programs. Current laboratory space is considered inadequate to meet the needs of both exercise science and WHP. A suggestion is the provision of space in O'Dowd Hall, as it becomes available.

2.6 Equipment

New equipment will need to be purchased. An initial equipment list is presented in [Appendix D](#). Cost thereof has been considered in the proposed budget. Provision of this equipment will also benefit the current exercise science program.

2.7 Impact on current programs

Significant positive effects of increased student numbers to Oakland University will be experienced in supporting programs such as exercise science, health sciences, industrial health and safety, human resource development, psychology, economics, statistics, and general education. In order to facilitate this degree, the impact will however, necessitate the addition of new faculty per the proposed staffing needs above.

3. PROGRAM PLAN

3.1 Degree requirements

Proposed requirements for the Bachelor of Science degree in Wellness, Health Promotion and Injury Prevention:

Students seeking the Bachelor of Science degree in Wellness, Health Promotion and Injury Prevention must complete 128 credits, including the following requirements:

3.1.1 Complete the university writing proficiency requirement. In satisfying this requirement, students may need to complete (with grades of 2.0 or better) RHT 150 and 160 (or their equivalent at another college or university). Credit hours for this requirement are additional to the 128 credit hours required for graduation.

3.1.2 Meet the university general education requirements. All students must complete 32 credits in general education, including at least one of the approved courses in each of the following eight field categories: arts, literature, language, western civilization, international studies, social science, mathematics, logic and computer science, and, natural science and technology. By completing specific courses in five of these fields, requirements for both the WHP program and general education can be satisfied.

3.1.3 Complete the university ethnic diversity requirement. For majors in wellness, health promotion and injury prevention this requirement is satisfied by completing the complementary core curriculum course HBS 200.

3.1.4 Complete the wellness, health promotion and injury prevention core curriculum credits:

WHP 300: Foundations, Assessment and Interventions in Wellness (4)
WHP 305: Lab, Foundations, Assessment and Interventions in Wellness (2)
WHP 310: Accident and Injury Prevention (2)
WHP 330: Foundations and Issues in Health and Wellness (4)
WHP 350: Health Program Implementation (4)
WHP 360: Wellness Facilitation (2)
WHP 401: Internship in WHP (4)
WHP 402: Senior Culminating Experience (4)

3.1.5. Complete courses that complement the core curriculum:

ECN 150: Economics in today's world (4)
EXS 204: Weight control, nutrition and exercise (4)
EXS 207: Safety and first aid in exercise settings (2)
EXS 215: Stress management (2)
EXS 360: Healthy lifestyle choices (2)
HS 201: Health in personal and occupational environments (4)
IHS 210: Safety and health at work (3)
HS 451: Mind-body medicine (2)
HBS 200: Health care dimensions (4)
HRD 310: Instructional design (4)
PSY 250: Introduction to research design (4)
PSY 338: Health psychology (4)
STA 225: Introduction to statistical concepts and reasoning (4)

3.1.6 Complete the required credit hours of program elective work for one of the chosen six focus specialization areas below:

General health promotion focus: 32 credit hours required

- A. PSY 225: Introduction to life-span developmental psychology (4)
- B. Either PSY 235: Introduction to social psychology (4), or, PSY 245: Introduction to individual differences and personality psychology (4).
- C. Four hours from: PSY 318: Physiological psychology (4); PSY 333: Motivation (4); or PSY 342: Coping strategies in the normal personality (4).
- D. Plus an additional 8 elective credit hours from the following elective list:

AN 101: Human and cultural evolution (4)
AN 102: Culture and human nature (4)
AN 305: The life course in anthropological perspective (4)
AN 310: Psychological anthropology (4)
AN 401: Social anthropology (4)
AN 410: Human adaptation (4)
FE 301: Human nature (4)
HRD 303: Ethics in human resource development (4)
HRD 335: Substance abuse (4)
HRD 351: Fundamentals of human interaction (4)|
PSY 235: Introduction to social psychology (4)
PSY 245: Intro to individual differences and personality psychology (4)
PSY 318: Physiological psychology (4)
PSY 323: Adulthood and aging (4)
PSY 333: Motivation (4)
PSY 337: Interpersonal processes and group behavior (4)
PSY 342: Coping strategies (4)
PSY 344: Behavior analysis (4)
PSY 371: Work with the elderly (4)
REL 300 Any choice of religion 300-level (4)
SOC 100: Introduction to sociology (4)
SOC 207: Human sexuality (4)
SOC 300: Alcohol, drugs, and society (4)
SOC 328: Sociology of health and medicine (4)
SOC 337: Interpersonal relationships (4)
SOC 350: Sociology of work (4)
SOC 465: Sociological perspectives on aging (4)
WS 300: Women in transition (4)

E. Plus 12 elective credit hours from the general elective list below. Students may offer a course not on the elective lists if pre-approved by the program director as pertinent to the field of general health promotion.

**Complementary medicine and wellness focus: 32 credit hours required WHP 461:
Modalities for healing (2)**

- A. WHP 461: Modalities for healing (2)
WHP 462: Healing traditions (2)
PSY 318: Physiological psychology (4)

B. Plus an additional 8 elective credit hours from:

- AN 310: Psychological anthropology (4)
- FE 301: Human nature (4)
- HRD 351: Fundamentals of human interaction (4)
- HRD 423: Instructional methods (4)
- PSY 316: Cognitive psychology (4)
- PSY 333: Motivation (4)
- PSY 337: Interpersonal processes and group behavior (4)
- PSY 339: Emotion (4)
- PSY 342: Coping strategies (4)
- SOC 328: Sociology of health and medicine (4)
- SOC 337: Interpersonal relationships (4)
- SOC 402: Small groups (4)

C. Plus 12 elective credit hours from the general elective list below. Students may offer a course not on the elective lists if pre-approved by the program director as pertinent to the field of complementary medicine and wellness.

Health promotion intervention strategies focus: 32 credit hours required

- A. HRD 306: Introduction to human resource development (4)
HBS 359: Public policy and health care (4)
MKT 302: Marketing (4)

B. Plus an additional 8 elective credit hours from:

- ACC 200: Introduction to financial accounting (4)
- COM 303: Communication theory (4)
- COM 304: Communication on organizations (4)
- ECN 367: Economics of health care (3)
- HRD 303: Ethics in human resource development (4)
- HRD 351: Fundamentals of human interaction (4)
- HRD 362: Assessment in human resource development (4)
- HRD 363: Group/team development and leadership (4)
- HRD 365: Interviewing in the workplace (4)
- HRD 367: Cultural diversity in human resource development (4)
- HRD 402: Program planning and evaluation (4)
- HRD 440: Strategic planning (4)
- IST 396: Educational uses of microcomputers (3 or 4)

ORG 330: Introduction to organizational behavior (4)
PS 359: Public policy and health care (4)
WHP 493: Directed study (1 to 4)

C. Plus 12 elective credit hours from the general elective list below. Students may offer a course not on the elective lists if pre-approved by the program director as pertinent to the field of health promotion intervention strategies.

Injury prevention focus: 32 credit hours required IHS 300: Industrial experience (1)

A. IHS 300: Industrial experience (1)
IHS 315: Industrial safety I: Engineering and technology (4)
IHS 316: Industrial safety II: Admin and programs (4)
IHS 464: Introduction to ergonomics (3)
IHS 480: Advanced accident and injury prevention (industry) (3)
WHP 410: Advanced accident and injury prevention (non-industry) (3)

B. Plus an additional 8 elective hours from:

ENV 355: Environmental health practice (3)
EXS 465: Corporate and worksite wellness (2)
IHS 305: Industrial environment I: Evaluations (4)
IHS 306: Industrial environment II: Controls (4)
IHS 319: Fire prevention and protection (3)
IHS 403: Industrial toxicology (3)
IHS 410: Health care facility safety (3)
IHS 415: Construction safety (3)
IHS 420: Robotic and automation system safety (3)
IHS 430: Environmental standards (3)
IHS 433: Occupational safety and health standards (3)

C. Plus 6 elective credit hours from the general elective list below. Students may offer a course not on the elective lists if pre-approved by the program director as pertinent to the field of injury prevention.

Exercise science focus: 32 credit hours required

A. EXS 103: Strength training (2)
EXS 105: Cardiovascular fitness (2) (or one of EXS 101, 102, or 104).
EXS 304: Exercise physiology (4) (Prerequisites BIO 111 and 207)
EXS 350: Human motion analysis (4) (Prerequisite BIO 205)

B. Plus 8 elective credit hours from the general elective list below. Students may offer a course not on the elective lists if pre-approved by the program director as pertinent to the field of exercise science.

Pre-professional study: 32 credit hours required

A. Pre-professional students must complete a core requirement of 26 credit hours from:

MTH 141: Precalculus (4)
BIO 205: Human anatomy (4)
BIO 206: Human anatomy lab (1)
BIO 207: Human physiology (4)
BIO 111: Biology (4)
BIO 113: Biology (4)
BIO 116: Biology lab (1)
HS 401: Introductory pathology (4)

In addition, 6 or more hours from:

BIO 319: Microbiology (4)
BIO 320: Microbiology lab (1)
BIO 323: Developmental biology (4)
BIO 324: Developmental biology lab (1)
BIO 325: Biochemistry (4)
BIO 326: Biochemistry lab (1)
BIO 341: Genetics (4)
BIO 342: Genetics lab (1)
CHM 157-158: General chemistry (5 each)
CHM 234-235: Organic chemistry (4 each)
CHM 237: Organic chemistry lab (2)
MLS 330: Clinical microbiology (4)
PHY 101-102: General physics (4 each)
PHY 158: General physics lab (2)

NOTE: Prospective PA students need general chemistry, organic chemistry and biochemistry. Entry to most medical schools requires a concentration of at least 20 credits of biology and 8 credits of mathematics, satisfied in the WHP major outlined above. In addition, preprofessional students will need to satisfy the requirement of 20 credits of chemistry and 10 credits of physics.

3.1.7 All students declaring wellness, health promotion and injury prevention as their major must undertake a Health Risk Appraisal within their freshman or sophomore year.

General elective list:

BIO 104: Human biology (4)
BIO 300: Biology and society (4)
BIO 351: Neurobiology (4)
BIO 393: Endocrinology (4)
BIO 423: Immunology (3)
ENV 308: Introduction to environmental studies (4)

ENV 355: Introduction to environmental health practice (3)
EXS 101-105: Exercise and health enhancement (2 each)
EXS 304: Exercise physiology (4)
EXS 321: Basic athletic training (2)
EXS 350: Human motion analysis (4)
EXS 410: Clinical biomechanics (2)
EXS 425: Exercise electrocardiography (2)
EXS 445: Physical activity and aging (2)
EXS 450: Children and exercise (2)
EXS 465: Corporate and worksite wellness program (2)
HBS 450: Law, values and health care (4)
HRD 306: Introduction to human resource development (4)
HS 331: Pharmacology (2)
HS 401: Introductory pathology (4)
NRS 390/WS390: Women's health
PHL 102: Introduction to logic (4)
PHL 318: Ethics and the health sciences (4)
PHY 131: Physics of cancer, heart disease, stroke and headache (4)
WHP 340: Contemporary issues in personal health. (2)
WHP 370: Culture, ethnicity and wellbeing (2)
WHP 405: Special topics (1 to 4)
WHP 410: Advanced accident and injury prevention (3)
WHP 420: Introduction to ergonomics (3)
WHP 461: Modalities for healing (2)
WHP 462: Healing traditions (2)
WHP 493: Directed study and research (1 to 4)

Plus any course on the general, complementary medicine, health promotion interventions or injury prevention list. Other elective options in anthropology, health sciences, psychology, sociology, or human resource development may be taken with the prior approval of the program director.

3.1.8 Minor in wellness, health promotion and injury prevention

A minor in wellness, health promotion and injury prevention is available to students majoring in other programs such as anthropology, general studies, health sciences, human resource development, psychology, or sociology. Courses required for the minor include: HS 201, WHP 300, 305, 310, 330, 350, EXS 204 and a further 4 credit hours from HRD 310, HS 451, EXS 103, 105, 207, 215, 360, 465, WHP 340, 360, 370, 420, or IHS 210.

3.1.9 Grade point policy

Students must maintain a cumulative GPA of 2.5 in all WHP course work applied to the major. Students in a focus specialization will be placed on probation if they earn a grade less than 2.0 in any course or if their cumulative grade point average in major course work falls below 2.5. students who earn a second grade below 2.0 must have their programs reviewed by the faculty to

determine remediation or termination from the program. In order to remove probationary status students must raise their major grade point average to 2.5 or higher.

3.1.10 Code of ethics

Ethical conduct is critical to a health profession. Therefore, in addition to the Academic Conduct Policies stated in the undergraduate catalogue, students are required to abide by the Codes of Conduct established by the American College of Sports Medicine and the Association of Worksite Health Promotion. Violations will be reviewed by the faculty and could result in dismissal from the program.

3.2 Admission criteria

Students may be admitted to the program directly from high school or by transfer from other colleges or universities. Admission requirements are satisfied by admission to the university.

3.3 Internal supporting procedures

Numerous internal supporting procedures have, and will be addressed. These include primarily the provision of adequate student advising, and administrative procedures, the latter being the responsibility of the program director.

3.4 Sample curriculum

Table III below summarizes a draft plan of work for the proposed degree. A detailed degree checklist for advising purposes is presented in Appendix E.

Table III: B.S. in Wellness, Health Promotion and Injury Prevention Proposed Draft Plan of Work

	Fall Semester (and/or Summer)	Winter Semester (and/or Spring)
Year 1	Arts GE (4) RHT 160 (4) HS 201 (4) PSY 100 (4)	EXS 204 (4) LAN GE (4) LIT GE (4) PSY 250 (4)
Year 2	PSY 338 (4) HBS 200 (4) WHP 300 (4) WHP 305 (2) EXS 207 (2)	ECN 150 (4) I.S. GE (4) PHL 103 (4) WHP 310 (2) IHS 210 (2)

Year 3	HRD 310 (4) STA 225 (4) WHP 350 (4) WHP 330 (4) Plus WHP Focus options	HS 451 (2) EXS 215 (2) EXS 360 (2) EXS 465 (2) WHP 360 (2) WHP Focus/electives (6)
Year 4	WHP & General Electives (6) WHP 401 (4)	WHP & General Electives (12) WHP 402 (4)

3.5 New courses

Up to 50 new credit hours are proposed in 16 new WHP courses. A summary of new course descriptions follows. Further course details appear on the copies of Undergraduate Course Action Forms in Appendix E.

WHP 300: Foundations, Assessment and Interventions in Wellness (4)

A systems-approach to understanding functional anatomy, physiology and lifestyle issues in relation to disease prevention and wellness. Students learn health risk appraisal and physical assessment techniques that lead to the design of intervention strategies for lifestyle and health enhancement and the prevention of disease. Prerequisites: HS 201, EXS 204.

WHP 305: Laboratory, Foundations, Assessment and Interventions in Wellness (2)

Laboratory course to accompany WHP 300. Content covers core competencies for entry-level health promotion professionals. Co-requisite WHP 300.

WHP 310: Accident and Injury Prevention (2)

A life-span approach to the examination of causes and contributory factors leading to disabling or fatal injuries or accidents. Students are sensitized to issues and strategies for the prevention of injuries in the home, during activities of daily living, sport, leisure, recreational, occupational, and high-risk activities.

WHP 330: Foundations and Issues in Health and Wellness (4)

Contemporary issues underlying biological, psychological, philosophical, and ethical determinants of health and wellness in humans. Terminology, epidemiological methods/techniques, personal, and community issues are addressed relative to the distribution and cause of disease. Facilitates understanding of positive interventions for enhancement of health and wellness. Prerequisite: HS 201, PSY 100.

WHP 340: Contemporary Issues in Personal Health (2)

Contemporary issues in personal health are examined from biological, psychological, sociological, philosophical, and ethical perspectives. Exploration of personal protection and health issues related to human sexuality, substance use and abuse, anger, violence, and workplace abuse. Prerequisite: HS 201.

WHP 350: Health Program Implementation (4)

Needs analysis, planning, design, development, equipment choice, delivery, and evaluation of health and wellness program implementation are emphasized. Students are introduced to topics including organizational development, program, human and financial management, staff selection and development, marketing, facility maintenance, health, safety, and legal issues.

WHP 360: Wellness Facilitation (2)

Processes designed to facilitate optimum human interaction in a wellness setting. Fundamental issues related to the presentation of health promotion messages for one-to-one, small, or large group settings. Topics include individual and group dynamics, development, written and oral presentation of wellness-related information, non-verbal communication, debate, persuasion, leadership, problem solving, change and conflict.

WHP 370: Culture, Ethnicity and Wellbeing (2)

Interaction between biological, social and cultural environments as they effect health, illness, and treatment. Includes historical, organizational, demographic, ecological, behavioral and other factors influencing health and wellness outcomes. Prerequisite: PSY 100 or HBS 200.

WHP 401: Internship in Wellness, Health Promotion and Injury Prevention (4)

Supervised general experiences in a variety of wellness educational settings. Students must be approved to attend an internship site prior to registration. A list of approved internship sites is available through the program office. Prerequisites: EXS 204, EXS 207; EXS 215 or 360; WHP 300; WHP 310 or IHS 210.

WHP 402: Senior Culminating Experience (4)

Supervised project and/or undergraduate research experience at a specialized site, culminating in a written report. Students must have an approved project and site prior to registration. Prerequisites: PSY 250, STA 225, WHP 401.

WHP 405: Special topics (2-4)

An advanced course involving study of current topics in the practical application of wellness principles. Topics vary. May be repeated for additional credit. Prerequisite: Permission of instructor.

WHP 410: Advanced Accident and Injury Prevention (3)

In-depth examination of factors associated with non-industrial accidents resulting in injury or death, with the objective of critical appraisal of intervention strategies. Prerequisite: WHP 310.

WHP 420: Ergonomics (3)

Functional application of concepts in kinesiology related to human capability and applied to human work in various occupational settings. Students are introduced to human-machine interface systems, environmental challenge and wellness objectives of reduced energy expenditure, enhanced health and safety, and increased productivity and human satisfaction. Prerequisite: WHP 300. Cross-listed with IHS 464.

WHP 461: Modalities for Healing (4)

Healing differentiated from curative approaches, and an introduction to frequently used complementary and alternative therapies including massage, hypnosis, herbology, osteopathic manipulation, acupuncture, chiropractic, naturopathy and homeopathy. Critical examination of the techniques used, possible mechanisms, evidence for safety and efficacy, and professional training/credentialing. Prerequisite: HS 451

WHP 462: Healing Traditions (4)

This course examines and compares Eastern and Western healing traditions. Origin, evolution, applications, and degree of acceptance of these healing traditions is examined with regard to individual beliefs, and in relation to cultural, historical, political, and economic aspects of competing health systems. Prerequisite: HS 451

WHP 493: Directed Study and Research in Wellness, Health Promotion and Injury Prevention (1-4)

Independent problem-directed study and research focusing on wellness, health promotion and injury prevention issues. May be repeated for additional credit. Prerequisites: Completion of core credits.

3.6 Support of other units

A new interdisciplinary undergraduate degree in Wellness, Health Promotion, and Injury Prevention at Oakland University is timely and appropriate. Oakland University is admirably positioned to offer such a degree program to address the health-related issues covered in the *Healthy People 2010* (2000) report. Cross-disciplinary collaboration is envisaged that will utilize numerous faculty disciplines and service divisions. Resources that Oakland University may draw upon, areas of strength, and collaborative agreements are outlined in the following paragraphs.

3.6.1 School of Education and Human Services

Dr. Mary Otto, Dean of the School of Education and Human Services, has expressed support for the proposed new major, indicating that it is a needed initiative of the School of Health Sciences. Dr. Otto identified a number of objectives that she felt should be met with this proposed major, including a need for it to be unique, to reflect interdisciplinary endeavor, and to meet the need for practical skills, among other requirements. The proposed program meets all of these expectations.

Dr. Otto specifically requested that the State licensure for a teaching minor in health be investigated. Michigan Department of Education standards and related compliance criteria for health education, examples of acceptable curricula from Western Michigan University, and National Council for Accreditation of Teacher Education (NCATE) standards were examined. These documents indicate that the proposed Oakland University Minor in Wellness, Health Promotion, and Injury Prevention satisfies the requirements for a teachable minor. The State requires 20 credits of study for a teaching minor and 30 credits for a major.

Students in education could study the proposed minor and be taught the wellness and health promotion content in the School of Health Sciences to enable them to teach health education in the school setting, provided they received instruction in teaching methodology by the School of Education and Human Services. The content of the proposed major in wellness also satisfies the content requirement for a teaching major. Similarly, required health and wellness instructional methods would have to be taught in the School of Education and Human Services.

The strongest link of the proposed major is to human resource development (HRD). Students in three of the specialization tracks in the proposed degree could obtain a minor in HRD. Faculty members in HRD are universally supportive of the initiative. However, HRD classes are capped at 30 students per section with demand currently exceeding capacity. Additional course sections would need to be offered and HRD would require additional faculty resources to accommodate the anticipated increase in the number of students taking courses.

All faculty within the Department of Human Resource Development in the School of Education and Human Services have skills related to the proposed program and are able to make a contribution to the success of the degree. A letter of support and an outline of required new resources in HRD are included in Appendix G.

3.6.2 School of Business Administration

Due to an expectation that students of this proposed program have exposure to business-related courses, faculty in the school of business administration would see a modest increase in the number of students taking business courses as part of the proposed core of courses for this major.

Selected faculty within business administration may contribute their skills in the development and presentation of modules within courses required for this proposed major e.g. health economics, financial roles of different health care providers, outcome analysis and the impact of health promotion initiatives on the workplace.

The "hands-on" knowledge, skills and abilities (KSAs) required of practitioners in wellness are generally not covered in current business administration course offerings. Consequently, it does not appear that there would be a major impact upon the School of Business Administration, unless new courses were developed following further investigation.

Of note, while the approved Executive MBA in Health Care Management was intended for medical doctors, it is conceivable that graduates of the proposed major in wellness might enter the Executive MBA program.

3.6.3 School of Nursing

The Acting Dean of the School of Nursing, Dr. Kathy Emrich, has expressed limited support for the initiative and has raised the following concerns: The School of Nursing already has initiatives with a focus on health promotion; there appears to be limited immediate collaboration between the School of Nursing and the School of Health Sciences in developing the proposed curriculum; arguments that Nursing is not "narrow" but also interdisciplinary, and that there is misunderstanding about what Nurses do; reservations that WHP students will not have a strong foundation in the sciences; and, questions about whether the WHP program is distinctive. Each of these need to be addressed.

In order to solicit feedback from external stakeholders, a draft curriculum was considered necessary. Personal experience of stakeholders in the field, and the "Professional Competencies for Entry-Level Health Promotion Professionals" of the Association for Worksite Wellness Promotion (now affiliated with the American College of Sports Medicine), were utilized in the design of the draft curriculum. These competencies are different from nursing competencies.

There was no time for extensive consultation between faculty members of Nursing in doing the draft curriculum. All Oakland University course offerings, including the Nursing curriculum, were carefully considered with a view to including potential relevant courses. However difficulties soon arose, namely that prerequisite and co-requisite courses required in Nursing, preclude other students from taking topical courses. Therefore, the proposed new major can not make use of existing courses that are offered in Nursing due to the specificity of course content, pre- and co-requisite course requirements. New course offerings in the wellness major may be attractive elective options for nursing.

In counter to the assertion that there is a fundamental misunderstanding of the nature of professional nursing, there is no implication that Nursing is not interdisciplinary. An essential fact exists, namely that a fundamental strength of the Nursing curriculum, specialization, precludes students other than those in Nursing, from taking courses in that discipline, owing to the highly prescribed number of prerequisite and/or corequisite courses. School of Nursing courses are designed for nurses.

This is true of every course in Nursing, with the exception of NRS 390 Women's Health (cross-listed WS 390). Note this course is new and did not exist at the time the initial WHP degree was conceived. It has been added as an elective in WHP. Also new to the 2001-2002 catalogue is a change in course name and description for NRS 340 - Health Promotion in the Community. The

description focuses on the *development of nursing strategies*. A course one might also consider in a WHP program is NRS 216 - Wellness in the Community. Admission to the School of Nursing is required for this course, together with no fewer than 7 corequisite courses.

At no time has there been a suggestion that interdisciplinary collaboration is not foreseen between WHP and Nursing. Indeed, there are faculty in both schools that could make valuable contributions across the disciplines. As with many of the applied modular courses proposed for the WHP, it remains a task to determine specific faculty member contributions, and this is also true of Psychology, Business and Human Resource Development.

With respect to the foundation in the sciences, specifically structure and function of the human body: The first of more than 20 drafts of the proposed curriculum started with the same premise, that students will need the core biological science courses. This was soon dismissed as impractical when it resulted in a degree approaching 190 credit hours. After careful consideration of the specific goals and objectives of this *unique* degree, together with external feedback and the required professional competencies, it was concluded that the degree should focus on professional, diverse, health promotion needs in the market place. Considerable support exists for the approach taken, for example, Commander Robyn Brown, M.B.A., B.S.N., A.F.P., Director, Health Promotion, USPHS, is impressed with the interdisciplinary approach taken, to the extent of inquiring whether the concept is a national first at the baccalaureate level.

In addition, the proposed WHP degree does not have a stated goal to prepare clinical practitioners, requiring an in-depth understanding of human structure and function (with the exception of students in the exercise science focus). Rather, graduates will be prepared to enter the market place to perform multiple facilitative functions in health promotion, including behavior change and business applications. This is a fundamental, significant difference from previous approaches, and is supported by external stakeholders in the field.

Nonetheless, the curriculum does attend to structure and function of the human body. This is clear when reference is made specifically to the applied credit hours in WHP 300 and 305. The systems approach taken with these courses is feasible for a degree of this nature. Further, students have a multitude of required courses dealing with determinants of health, pathophysiology, and *applied* interventions.

In suggesting the focus of Nursing is "narrow," perceptions of a former Oakland University Nursing student, and other prospective students have been taken into account. Many students indicated they would prefer to work with "essentially healthy people." Whether or not Nursing services a broader target group is a moot point. These students do not wish to enter Nursing as a career, and the market place suggests viable alternatives.

The WHP degree is indeed vastly different from Nursing as any examination of the core and focus areas will demonstrate. However, at no stage has it been argued that there is no room for collaboration in course development, or team teaching of courses by faculty in both schools. What has been stated and reaffirmed, is that at present, there is a difficulty in student sharing of full courses, due to the prescription of Nursing pre- and corequisites. There is no time to fully

review the entire curriculum structure related to the two programs if the WHP degree is to start in September 2002. Individual courses remain open to team teaching approaches.

In summary, there are a few primary considerations when considering the relationship between Nursing and WHP. There should be little disagreement with the first, that there is opportunity for interdisciplinary collaboration. It is the nature of collaboration that remains to be determined. The second relates to curriculum development. The assertion that there is "a fundamental misunderstanding of the nature of professional nursing and little knowledge of what nurses do," may be said of the School of Nursing' perceptions of the professional competencies espoused in the proposed WHP degree. There are fundamental differences in conceptual approach and final market- place careers. It is hoped that faculty in Nursing appreciate this essential point. It is true that in certain areas of the market-place health promotion endeavors overlap between nurses and other professionals. The proposed degree meets the interests and needs of prospective students relative to evolving market-place needs. Despite concerns expressed by some Nursing faculty members, and the fact that Nursing is changing its model to include the healthy, there is nothing compelling to suggest that the proposed new major should not proceed. The job market and salaries should be left to evolve with normal market force development.

3.6.4 Department of Psychology

Dr. Robert Stewart, Head of the Department of Psychology has expressed enthusiastic support for the proposed major. The department has many current courses that are highly applicable to the field of wellness, particularly related to behavior and behavior change. These offerings contribute to making the proposed wellness major unique, in that graduates would have a solid background in both understanding and changing behavior.

The proposed curriculum design already allows multiple options for students to obtain a minor in psychology. However, faculty members in the department of psychology have expressed a willingness to be flexible in the design of a specific minor that would complement the wellness field. Suggestions were also made to include subject material not currently proposed in the wellness major, such as child and family issues and abnormal psychology.

Most faculty members within the Department of Psychology have skills that relate to some area of need in the proposed new program and therefore would be able to contribute to the proposed major in wellness. However, at present, the department lacks faculty resources in health psychology, and this would need to be addressed in light of the fact that health psychology is a core course requirement in the proposed wellness major. A letter of support and future resource needs for psychology is presented in Appendix G.

The possibility of students obtaining a double major in wellness and psychology has been investigated and appears feasible.

3.6.5 Bachelor of General Studies

The Director of Bachelor of General Studies, Carole Crum, expressed absolute support for the initiative to offer both a Major and Minor in Wellness, Health Promotion and Injury Prevention.

Ms. Crum indicated that among non-traditional students there is significant and ongoing interest expressed in health and wellness courses. Anecdotally, many of these students want a broader perspective than that which is currently offered in exercise science or the B.S. in Health Sciences.

These students typically express an interest in working with essentially healthy people, not sick or diseased people. Therefore, they do not represent a group of individuals that would enter the traditional caring professions of nursing and physical therapy, nor do they represent a student body that would simply transfer from these traditional programs to the proposed wellness major.

The fact is that these students currently have no ideal major course of study.

Many non-traditional students are seeking mid-career change but do not wish to take the required pre-requisite courses in the natural sciences (biology, physics, chemistry) for exercise science and health sciences. The proposed major in wellness addresses the shortcoming at Oakland University by offering such students a viable path of study.

3.6.6 Library

When requested to do an analysis of required library resources Mildred Merz indicated that from the perspective of provision of library resources, she was pleased to see such an interdisciplinary program being considered. This is because resources required in one field/program that can be utilized in another program ensure a cost-effective way of operating. The library resource analysis appears in [Appendix C](#).

3.6.7 Other unit contributions

Several service-oriented divisions on the Oakland University campus are well positioned to contribute to the success of the proposed major in wellness. Significant opportunity exists for cross-collaboration for mutual benefit. Among these divisions are Students Affairs and Campus Recreation, the Graham Health Center and the Meadow Brook Health Enhancement Institute (MBHEI).

A definite area of potential mutual benefit should the proposed major be approved, would be the opportunity for senior students to offer multiple health and wellness services to their peers. A "domino effect" would occur, with student resources providing health initiatives to other students. Such services could take the form of health fairs, presentations, and other interventions in collaboration with the above units. Internship opportunities exist for students through the Recreation Center.

The opportunity for mutual benefit for students in the proposed major, and the Graham Health Center, is clear. Wellness program students would have the opportunity for part-internships through this Center by offering wellness and health promotion activities for the Oakland University community.

The opportunity for collaborative work exists with MBHEI. The Institute provides excellent preventive medicine services to the community and computerized HRAs to students at Oakland. MBHEI is suitable for internship opportunities for selected student specializations within the proposed degree.

3.7 Recruiting plans

Thorough collaborative efforts with the Admissions unit, high school students have already been targeted as prospective new students for the proposed degree. This continues to take place at the numerous Michigan College Fairs. The Fall Preview Days and the Go-for-The Gold day are also planned recruiting avenues. The WHP program director plans to visit many local high schools to attract interested prospective students. Numerous inquiries have been received by the director and School of Health Sciences Advisor to date. Some of these inquiries are from prospective students seeking continuing education or mid-career shift opportunities.

Once the degree is approved an appropriate media announcement and concerted marketing campaign are envisaged.

3.8 Planned enrollment levels

As discussed under 1.5 above, planned enrolment levels are 30 students in the first year, 40 in the second and 50 in the third, with a steady-state of 50 new students per year (total 200+ in program).

Of importance is the fact that this degree will provide multiple opportunities for all Oakland University students to take course related to wellness, health promotion and injury prevention, irrespective of declared major. It is envisaged that at least 20 students will enroll in the WHP minor in the first year.

3.9 Letters of support from external sources

Letters of support were received from both external agencies (Appendix H), and university reviewers (Appendix I).

3.10 Program Assessment

An extensive assessment plan is envisaged that would mirror the assessment procedures of the School of Health Sciences' Physical Therapy (PT) Program. Such a plan would include sources of input as outlined below, implemented on timeframes similar to those used by PT, and would culminate in changes in philosophy, mission, goals and procedures for the purpose of program enhancement. At present the program would not immediately be subject to evaluation or accrediting by an external body, and therefore this is not an impediment to implementation. The program will however, adopt a competency-based approach to KSAs, and will adhere to recognized competencies of the Association for Worksite Health Promotion and American College of Sports Medicine. This will facilitate graduate certification in the field. There exists the possibility of future accrediting of programs.

Sources of data for program assessment:

- a. Data from the admissions process, criteria for admissions, and class demographics.
- b. Faculty course evaluations.
- c. Student-completed course evaluations.
- d. Open forums with students.
- e. Summary data of student performance.
- f. Faculty evaluations of student performance in internships and senior culminating project work.
- g. Student evaluations of internship and project work sites.
- h. Two-year and exit surveys of students.
- i. Alumni surveys.
- j. Surveys of employers and co-workers of graduates.
- k. Program director work site reviews/assessment.

Sources of data for faculty assessment:

- a. Student courses evaluations.
- b. University tenure and promotion review process.
- c. Yearly merit review.
- d. Informal assessment of teaching by program director.

4 NEEDS AND COSTS OF THE PROGRAM

4.1 Required additional resources

A number of assumptions were used to derive a five-year plan to determine the needs and costs of the program, and the required additional resources. Among the assumptions used in a detailed course-by-course analysis in the feasibility study, and further refined for the purposes of this proposal, are:

- a. In year one here will be 30 new full-time majors and 20 minors taking WHP courses.
- b. Analysis for each year is based upon students taking the WHP degree by following the draft plan of work.
- c. New student intake to the WHP program will be:

YEAR 1 = 30 YEAR 2 = 40 YEAR 3 = 50

YEAR 4 = 50 STEADY STATE = 50

- d. The estimated number of new sections of courses was based on:

- i) A minimum of 10 to a maximum of 50 for lecture courses = 1 section (except where the course is traditionally a large section/multi-section course).
- ii) Laboratory courses being a maximum of 25 students.
- iii) HRD classes are at maximum now. Therefore, even a few more students will necessitate a

new section.

iv) Traditional class size for existing courses being maintained.

e. One hundred general studies and undecided students will elect to take up to 4 credits of WHP coursework.

f. Twenty health science students will take 8 credit hours of WHP coursework.

g. Forty senior students will take 4 credit hours of WHP courses.

h. All related Oakland University departments are factored into the analysis.

4.1.1. Faculty positions

As discussed under 2.2 above, University-wide, excluding the WHP Program Director, total new faculty needs for the proposed degree would be: Year 1 = 1, Year 2 = 4.5 , Year 3 = 7.5, Year 4 = 8, Steady State = 9. The precise breakdown per FTE, per year, is provided in the Five-Year Plan and Proforma Statement ([Appendix J](#)).

4.1.2 Staff positions

Facilitation of adequate student advising in the School of Health Sciences, and in the human resource development and psychology units, in particular, is critical to the success of this program. Advising and administrative staffing needs have been factored into Five-Year Plan and Proforma Statement ([Appendix J](#)).

4.1.3 Library holdings

Library requirements are detailed in [Appendix C](#) and factored into the Five-Year Plan and Proforma Statement ([Appendix J](#)).

4.1.4 Teaching assistants

Teaching assistants will be needed for the provision of laboratories in WHP. Initially two teaching assistants per academic year are requested. The need has been factored into the Five-Year Plan and Proforma Statement ([Appendix J](#)).

4.1.5 Space

Still to be resolved. Provision of laboratory and additional classroom space is required.

4.1.6 Equipment

Initial equipment needs are listed in [Appendix D](#) . The needs and costs have been factored into the Five-Year Plan and Proforma Statement ([Appendix J](#)).

4.2 Meeting program costs

4.2.1 Direct support from outside agencies

No direct financial support has, as yet, been obtained from outside agencies. However, participants at feasibility study focus group meetings were unanimous in their willingness to provide internship and other service-learning opportunities for senior students. In addition, numerous letters of support were provided by external agencies (Appendices H and I.)

4.2.2 Shifting of internal resources

Given the interdisciplinary curriculum design, current course offerings provide a significant percentage of the degree, and represent effective and optimum use of internal resources.

4.2.3 Required support of other units

Discussed under 3.6 above, with new faculty needs provided for in the Five-Year Plan and Proforma Statement (Appendix J).

4.2.4 Expected university commitment

Provision of financial resources for the hiring of new faculty and staff, and purchase of equipment, as per the Five-Year Plan and Proforma Statement (Appendix J).

4.3 Increased support the program will give the University

It is argued that the future support this program will attract for the University is significant and overwhelmingly positive, yet immeasurable at this stage. Feasibility study feedback yielded substantial positive feedback, and numerous public service opportunities were suggested.

4.3.1 Grants

At this time four letters of inquiry have been written and sent to selected foundation and corporate grant sources requesting consideration of varying amounts, primarily for freshman scholarship awards, but also for start-up funding for the program.

4.3.2. Tuition

The initial primary cost-recovery for this program is expected in the form of tuition and fees, as per the Five-Year Plan and Proforma Statement (Appendix J).

4.3.3 Public service

Initially, service outreach by this program is likely to be internal, with provision of peer wellness services to students, and later, the development of a comprehensive employee wellness program in conjunction with existing service providers on campus. The goal of the planned senior culminating experience course is to provide opportunity for undergraduate contract and research targeting local industry, as is done by other Oakland University research centers and institutes.

5.IMPLEMENTATION

5.1 Five year timetable

A comprehensive and self explanatory Five-Year Plan and Proforma Statement is presented in Appendix J. This document is a refinement and synopsis of the in-depth analyses previously done and presented in the earlier feasibility study report by Goslin and Rorke (2000).

Decision makers are advised that in the earlier feasibility study, detailed, careful consideration and planning took place to address issues of curriculum development, provision of required new courses, focus area specialization matrices, interdisciplinary "fit," student coursework plan, and requisite timing of additional human (faculty and staff) resources. The analysis is summarized in the Five-Year Plan and Proforma Statement (Appendix J) for consideration and approval.

Readers will note that in years one and two, a projected deficit occurs. The program should break even and yield a profit from year three onward, based on the assumptions addressed in 4.1 above.

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Appendix B

OAKLAND UNIVERSITY HUMAN RESOURCES

I. SCHOOL OF HEALTH SCIENCES

The following persons have expertise to contribute to the success of the proposed degree:

Goslin, Brian R., Ph.D. Associate Professor, Exercise Science.
Hightower, Kenneth R., Ph.D. Professor, Health Sciences
Jarski, Robert W., Ph.D., PA-C. Associate Professor, Exercise Science.
Marcoux, Beth C., Ph.D. P.T. Associate Professor, P.T./Public Health.
Marks, Charles R.C., Ph.D. Associate Professor, Exercise Science.
Olson, Ronald E., Ph.D. Professor, Health Behavioral Sciences.
Rorke, Stafford C., D.Phil., FACSM Associate Professor, Health Sciences.
Rozek, Richard J., Ph.D. Associate Professor, Industrial Health and Safety.
Singer, Philip, Ph.D. Professor, Health Behavioral Sciences.
Thompson, Kristine, Ph.D., P. T. Special Instructor, Physical Therapy/Public Health.

Part-time and adjunct faculty:

Chemiak, Stephen, M.S., MBA Clinical Instructor, Exercise Science.
Cleary, Frank M. M.B.A. Adjunct Instructor, Industrial Health and Safety.
Cukr, Mary Anne, M.S. Clinical Instructor, Exercise Science.
Eddy, Melissa, M.S. CSP Adjunct Instructor, Industrial Health and Safety.
Franklin, Barry, Ph.D. FACSM Adjunct Professor, Exercise Science
Ford, Thomas A., A.T.C. Clinical Instructor, Exercise Science.
Kasmierski, John, D.O. Clinical Associate Professor, Exercise Science.
Kennedy, Nancy, M.S. Clinical Instructor, Exercise Science.
Keteyian, Steven, Ph.D. FACSM Clinical Associate Professor, Exercise Science.
Kovacek, Peter R., M.S.A., P.T. Clinical Instructor, Physical Therapy/Health Economics.
Levine, Sheldon, M.S. Clinical Instructor, Exercise Science.

Milford, Creagh E., D.O. Clinical Associate Professor, Exercise Science.
Mingela, Saruwas S., M.S. Adjunct Instructor, Industrial Health and Safety.
Prasad, Rajendra, M.D. Clinical Associate Professor, Exercise Science.
Reddy, Chandra S. M.D. Clinical Assistant Professor, Exercise Science.
Schwartz, Rikki B. M.S. Instructor, Industrial Health and Safety.
Miller, Jean Ann, M.S.W. Instructor, Exercise Science.
Wilson, Jack T. Ph.D. Adjunct Assistant Professor, Exercise Science.

2. FACULTY IN THE SCHOOL OF EDUCATION AND HUMAN SERVICES, SCHOOL OF BUSINESS ADMINISTRATION, DEPARTMENT OF PSYCHOLOGY, SCHOOL OF NURSING, ENVIRONMENTAL STUDIES.

Individual faculty members in these fields are too numerous to list. Within each field there are faculty with appropriate areas of expertise to contribute to the success of the proposed degree.

CAMPUS RECREATION

The following persons in Campus Recreation have expertise to contribute to the proposed degree:

Eudy-Teeters, Terri L., M.A. Assistant Director for Aquatics.
Jordan, Gregory T., M.S. Director, Campus Recreation.
Padgett, Mila L., M.S. Coordinator, fitness and Wellness.
Selahowski, Maura C., M.A. Assistant Director, Marketing/Operations.

GRAHAM HEALTH CENTER/COUNSELING CENTER

The following persons at the Graham Health Center have expertise to contribute to the success of the proposed degree:

Talarek, MSN, R.N., CS Nurse Practitioner/Coordinator.
Chopp, Bela, Ph.D. Associate Director.
Hartman, Brenda R., Psy.D., L.L.P. Clinical Psychologist.
Liebler, Nancy C., Ph.D. Clinical Psychologist.

MEADOW BROOK HEALTH ENHANCEMENT INSTITUTE

The following persons associated with the Meadow Brook Health Enhancement Institute have expertise to contribute to the success of the proposed degree:

Stransky, Alfred W., Ph.D. Director.
Czarnecki, Stephanie, M.S. Assistant to the Director.
Moses, Yvonne, R.D. Dietician.
Wilson, Jack, Ph.D. Psychology.

OAKLAND UNIVERSITY FACILITY RESOURCES

1. STUDENT RECREATION CENTER

Excellent assessment and training equipment is available for utilization in student education and provision of student Health Risk Appraisals. This site is eminently suitable for initial student practical experiences, and peer group health promotion activities.

2. GRAHAM HEALTH CENTER

Appropriate minor illness and accident care facility. This is a suitable site for initial student practical experiences and peer group health promotion activities.

3. MEADOW BROOK HEALTH ENHANCEMENT INSTITUTE

Very well equipped facility for clinical exercise science applications. Suitable as an internship site.

Appendix C

Library Analysis

MEMORANDUM

TO: Stafford C. Rorke, Research Associate and Brian R. Goslin, Director
Program in Exercise Science, School of Health Sciences

FROM: Mildred H. Merz
Coordinator for Collection Development, Library

SUBJECT: Library Collection Evaluation for Proposed Baccalaureate Degree In Wellness,
Health Promotion, and Injury Prevention

DATE: April 13, 2000

In preparing this report I have attempted to review the library's current holdings as they relate to the courses that are described in "draft 6" of the program proposal. I have looked at various indexes to determine relevant journals and books and then have checked to see what the OU Library is lacking.

COLLECTION STRENGTHS

The Library does have many materials that will be very useful for students and faculty in the proposed program. We have recently been purchasing books for the School of Nursing in the area of health promotion and wellness. Some of the books are specific to the field of nursing, but many are more interdisciplinary and should be useful for the proposed program. Of course, we have been obtaining materials for both the exercise science program and the industrial safety and health program for many years and thus have many important resources in those areas. For the newly approved graduate certificate in complementary medicine and wellness, we have begun a subscription to the Alt-HealthWatch database which includes full text articles contained in 169 journals and magazines in the area of alternative medicine. We also have available several online indexes in the other relevant subject areas. These include MEDLINE (National Library of Medicine), CINAHL (Cumulative Index to Nursing and Allied Health Literature), Health Reference Center Academic (indexing both consumer and professional health periodicals), PsycInfo (the American Psychological Association's book and journal index), ABI Inform (business periodicals), AltHealth, and PerAbs (a general index that does include many health related journals and magazines). As with Alt-HealthWatch several of these databases also include full text articles from a number of journals and magazines that are significant for this program. In some cases the Library also has a print subscription to the journal. In other cases the online articles are the only direct access OU has for these titles. Many of the periodicals are consumer rather than professional in their orientation (although I would think they would still be useful to some extent to undergraduate students)—examples include American Fitness, Harvard Health Letter, Tufts University Health & Nutrition Letter, Men's Health, and Runner's World. Others are more traditional journals (some of which the Library would need to add for this program if they were not available to the Library full text online in these databases)—examples include Health Education & Behavior, Journal of Alcohol & Drug Education, and Journal of Safety and Health Quarterly.

COLLECTION NEEDS

To determine if the Library would still have needs for this program beyond our current collections I searched for topics related to the proposed courses in several of the databases that I mentioned above—CINAHL, PsycInfo, Medline, PerAbs, and ABI/Inform. The list of journals that I have included as Appendix A is the result of these searches. I have included only journals from which multiple relevant citations were retrieved. Total cost of annual subscriptions to all of these journals is over \$7,000. Since this is an undergraduate not a graduate program, I do not feel all of the titles would be essential (although they all would be useful). I have indicated titles that do seem most important, and these total around \$2,200. After the program begins, we can carefully monitor interlibrary loan data to see if there are still other titles that should be added. I have budgeted an additional \$500 in both year three and year five in an attempt to meet such needs—and perhaps to add important newly begun titles. We will add journals, if possible, in both electronic and print formats.

To look at the book collection I first identified subject headings closely related to the focus of the program—health promotion, preventive health services, health education, employee health promotion, accidents—prevention, industrial safety, safety education, clinical health psychology, exercise, and physical fitness. I then used the union library catalog that is available on FirstSearch—WorldCat. There I was able to combine topics, look at library holdings at particular

institutions, and also note what OU had. Concentrating on books published in the last three years, I was able to identify over 50 titles that seemed relevant both for the program and for undergraduate students. While these might not be the most essential titles to buy for the program, identifying them did reveal that there are books that would be useful that OU does not own. I have budgeted enough to purchase about 40 books in year one and then enough for approximately 15 new titles in each of the following years.

CONCLUSIONS

From the Library's point of view this is a desirable program to support. Buying materials for it would strengthen our collections in areas that would benefit many other students—in nursing, education, business, HRD, and health sciences. Journals that are needed are rather expensive, but they have the potential for heavy use—especially if we can make them available in both paper and electronic formats.

cc: Elaine K. Didier, Dean of the Library
Richard L. Pettengill, Librarian Liaison to Health Sciences

Library Appendix A Possible Journals for the Wellness Program

*AIDS EDUCATION AND PREVENTION (PSYC,MED)—Guilford Press, \$160
*AMERICAN JOURNAL OF PREVENTIVE MEDICINE (MED,PSYC), heavily interloaned—Elsevier, \$335
APPLIED ERGONOMICS (PSYC,MED,PER)—Elsevier, \$673
ETHNICITY AND HEALTH (PSYC,CIN,MED)-Carfax, \$309
*HEALTH EDUCATION RESEARCH (PSYC,MED,CIN), heavily interloaned—Oxford U Press, \$280
HEALTH EDUCATION JOURNAL (CIN,MED,PSYC), interloaned—Royal Society of Medicine, \$115
*HEALTH PROMOTION INTERNATIONAL (CIN,PSYC)—Oxford U Press, \$275
*HEALTH PSYCHOLOGY (PSYC,MED), heavily interloaned—Am. Psychological Assoc., \$211
HEALTHY WEIGHT JOURNAL (PER)—Healthy Living Institute, \$95
*INJURY PREVENTION (CIN,MED)—British Medical Association, \$233
*JOURNAL OF DRUG EDUCATION (PSYC,ERIC,MED)—Baywood Publishing, \$175
*JOURNAL OF HEALTH EDUCATION (CIN,ERIC,PSYC)—Am. Alliance for Health, Physical Education, & Dance, \$88
JOURNAL OF SAFETY RESEARCH (PSYC, PER)—Elsevier for National Safety Council, \$528
JOURNAL OF WOMEN'S HEALTH & GENDER-BASED MEDICINE (PSYC,CIN,MED)—Mary Ann Liebert, Inc., \$230
*National Safety Council publications: SAFETY AND HEALTH (PER), FAMILY SAFETY AND HEALTH, TODAY'S SUPERVISOR, TRAFFIC SAFETY \$200 membership
PREVENTIVE MEDICINE—92 cut (PSYC, CIN,MED)—Academic Press, \$595

SUBSTANCE USE AND MISUSE (MED)—Marcel Dekker, \$1,995

WOMEN & HEALTH (PSYC,PER)—Haworth, \$300

*WORK: A JOURNAL OF PREVENTION, ASSESSMENT & REHABILITATION (CIN)—
IOS Press (Amsterdam), \$209

WORK & STRESS (PSYC, CIN)—Taylor & Francis, \$262

*Suggested titles for initial purchase

Key to where Indexed:

CIN—CINAHL—Current Index to Nursing & Allied Health Literature

ERIC—a major education index

MED—Medline—major medical index

PER—PerAbs—general index covering many topics

PSYC—PsycInfo—American Psychological Association's index

	Year 1	Year 2	Year 3	Year 4	Year 5
Books	\$2,000	\$ 750	\$ 750	\$ 750	\$ 750
Journals*	\$2,200	\$2,420	\$3,162	\$3,478	\$4,326
Journal Backfiles	\$2,200	\$1,000	\$1,000	\$ 500	\$ 500
TOTALS	\$6,400	\$4,170	\$4,912	\$4,728	\$5,576

*Amounts for journals are figured based on the presumption that journals will continue to inflate at 10% a year (which they have for the last several years) and that \$500 worth of new journals will be added both in year 3 and year 5.

Appendix D

Equipment Needs

Computer/s --hardware and software for data management

TestWell/HRA computerized --hardware and software for data management

Computerized stress analysis package--hardware and software for data management

Monark cycles

Stethoscopes

Sphygmomanometers

Automated BP monitor

Polar heart rate monitors

Skinfold calipers

BIA

Portable scale

Stadiometer

Tape measures
 Handgrip dynamometer
 Flexibility tester/s -Leighton/other
 Cholesterol, Hb, glucose tester
 Spirometer
 Portable O2 analyzer
 Leger Shuttle Run tests
 Medical flashlights
 Reflex hammer
 Automated external defibrillator
 Posture charts
 Metronomes
 Stopwatches
 Step bench
 Manual muscle tester
 Treadmill
 Mats (include roll-up portable)
 Examination tables
 Treadmill

Appendix E

Oakland University School of Health Sciences

Checklist for B.S. Degree in Wellness, Health Promotion and Injury Prevention

Name: _____

<i>Core Curriculum (required 96 credits)</i>	Courses/hours	Transfer courses	Grade
<i>Required Health Science courses (44 credits)</i>			
Weight control, nutrition & exercise	EXS 204 (4)		
Safety and first aid in exercise settings	EXS 207 (2)		
Stress management	EXS 215 (2)		
Healthy lifestyle choices	EXS 360 (2)		
Mind-body medicine	HS 451 (2)		
Safety and health at work	IHS 210 (2)		
Foundations/assessment/interventions	WHP 300 (4)		
Foundations/assessment/interventions - lab	WHP 305 (2)		
Accident/injury prevention	WHP 310 (2)		
Foundations and issues in health and	WHP 330 (4)		

wellness			
Health program implementation	WHP 350 (4)		
Wellness facilitation	WHP 360 (2)		
Internship	WHP 401 (4)		
Senior culminating experience	WHP 402 (4)		

Required extra-departmental courses (16 credits)

Basic economics	ECN 150 (4)		
Introduction to research design	PSY 250 (4)		
Training design	HRD 310 (4)		
Health psychology	PSY 338 (4)		

Required courses (24 credits) that satisfy general education requirements

Ethnic Diversity	HBS 200 (4)		
Natural Science	HS 201 (4)		
Western Civilization	PHL 103 (4)		
Social	PSY 100 (4)		
Mathematics	STA 225 (4)		
Writing proficiency	RHT 160 (4)		

Required General Education Courses (16 credits, open options)

Arts (Any approved GE course)	OPEN (4)		
International Studies (Any approved GE)	OPEN (4)		
Language (Any approved GE course)	OPEN (4)		
Literature (Any approved GE course)	OPEN (4)		

Computer literacy: CSE 125, placement exam or approved community education course.

Writing proficiency: Writing proficiency must be demonstrated by RHT 150/160, or per catalogue options.

Health Risk Appraisal: A Health Risk Appraisal is required within first two years for all majors.

PLUS AN ADDITIONAL 32 CREDITS CHOSEN FROM ONE OF THE FOCUS AREAS LISTED OVERLEAF.

GENERAL HEALTH PROMOTION FOCUS

REQUIRED AND ELECTIVE COURSES TO TOTAL 32 CREDIT HOURS

REQUIRED CORE COURSES (12 CREDIT HOURS)	Course(s)	Grade

PSY 225: Introduction to lifespan developmental psychology (4)		
Plus: A minimum of 4 hours from: PSY 235: Introduction to social psychology (4) or, PSY 245: Intro to individual differences and personality (4)		
Plus: 4 hours from: PSY 318: Physiological psychology (4) PSY 333: Motivation (4), or PSY 342: Coping strategies (4)		
A MINIMUM OF 8 CREDIT HOURS FROM: AN 101; AN 102; AN 305; AN 310; AN 401; AN 410; AN 420; FE 301; HRD 303; HRD 335; HRD 351; PSY 235; PSY 245; PSY 318; PSY 323; PSY 333; PSY 337; PSY 342; PSY 344; PSY 371; REL 300; SOC 100; SOC 207; SOC 300; SOC 328; SOC 337; SOC 350; SOC 465; WS 300.		
A MINIMUM OF 12 CREDIT HOURS FROM: BIO 104; BIO 205; BIO 206; BIO 207; BIO 300; BIO 351; BIO 393; BIO 423; ENV 308; ENV 355; EXS 101-105; EXS 304; EXS 321; EXS 350; EXS 410; EXS 425; EXS 445; EXS 450; HBS 450; HRD 306; HS 331; HS 401; MLS 330; PHL 102; PHL 318; PHY131; WHP 405; WHP 420; WHP 493; or any other course pre-approved by the program director.		
HEALTH PROMOTION INTERVENTIONS FOCUS		

**REQUIRED AND ELECTIVE COURSES TO
TOTAL 32 CREDIT HOURS**

REQUIRED CORE COURSES (12 CREDIT HOURS):	Course(s)	Grade
HRD 306: Introduction to human resource development (4)		
HBS 359: Public policy and health care (4)		
MKT 302: Marketing (4)		
A MINIMUM OF 8 CREDIT HOURS FROM: ACC 200; COM 303; COM 304; ECN 367; HRD 303; HRD 351; HRD 362; HRD 363; HRD 365; HRD 367; HRD 402; HRD 440; IST 396; ORG 330; PS 359; WHP 493.		
A MINIMUM OF 12 CREDIT HOURS FROM: BIO 104; BIO 205; BIO 206; BIO 207; BIO 300; BIO 351; BIO 393; BIO 423; ENV 308; ENV 355; EXS 101-105; EXS 304; EXS 321; EXS 350; EXS 410; EXS 425; EXS 445; EXS 450; HBS 450; HS 331; HS 401; MLS 330; PHL 102; PHL 318; PHY131; WHP 405; WHP 420; WHP 493; or any other course pre-approved by the program director.		

COMPLEMENTARY MEDICINE FOCUS

**REQUIRED AND ELECTIVE COURSES TO
TOTAL 32 CREDIT HOURS**

REQUIRED CORE COURSES (12 CREDIT HOURS):	Course(s)	Grade
WHP 461: Modalities for healing (4)		
WHP 462: Healing traditions		

(4)		
PSY 318: Physiological psychology (4)		
A MINIMUM OF 8 CREDIT HOURS FROM: AN 310; AN 420; FE 301; HRD 351; PSY 316; PSY 333; PSY 337; PSY 339; PSY 342; SOC 328; SOC 337; SOC 402.		
A MINIMUM OF 12 CREDIT HOURS FROM: BIO 104; BIO 205; BIO 206; BIO 207; BIO 300; BIO 351; BIO 393; BIO 423; ENV 308; ENV 355; EXS 101-105; EXS 304; EXS 321; EXS 350; EXS 410; EXS 425; EXS 445; EXS 450; HBS 450; HS 331; HS 401; MLS 330; PHL 102; PHL 318; PHY131; WHP 405; WHP 420; WHP 493; or any other course pre-approved by the program director.		
INJURY PREVENTION FOCUS		
REQUIRED AND ELECTIVE COURSES TO TOTAL 32 CREDIT HOURS		
REQUIRED CORE COURSES (18 CREDIT HOURS):	Course(s)	Grade
IHS 300: Industrial experience (1)		
IHS 315: Industrial safety I (4)		
IHS 316: Industrial safety II (4)		
IHS 464: Introduction to ergonomics (cross-listed WHP 420) (3)		
IHS 480: Special topic (industrial accident/injury prevention) (3)		
WHP 410: Advanced accident		

and injury prevention (3)		
A MINIMUM OF 8 CREDIT HOURS FROM: ENV 355; EXS 465; IHS 305; IHS 306; IHS 316; IHS 319; IHS 403; IHS 410; IHS 415; IHS 420; IHS 430; IHS 433.		
A MINIMUM OF 6 CREDIT HOURS FROM: BIO 104; BIO 205; BIO 206; BIO 207; BIO 300; BIO 351; BIO 393; BIO 423; ENV 308; EXS 101-105; EXS 304; EXS 321; EXS 350; EXS 410; EXS 425; EXS 445; EXS 450; HBS 450; HS 331; HS 401; MLS 330; PHL 102; PHL 318; PHY131; WHP 405; WHP 420; WHP 493; or any other course pre-approved by the program director.		

EXERCISE SCIENCE FOCUS		
REQUIRED AND ELECTIVE COURSES TO TOTAL 32 CREDIT HOURS		
REQUIRED CORE COURSES (24 CREDIT HOURS):	Course(s)	Grade
EXS 103: Strength training (2)		
EXS 105: Cardiovascular fitness (or 1 of EXS 101, 102, 104) (2)		
BIO 111: Biology (4)		
BIO 205: Human anatomy (4)		
BIO 207: Human physiology (4)		
EXS 304: Exercise physiology (4)		
EXS 350: Human motion analysis (4)		

<p>A MINIMUM OF 8 CREDIT HOURS FROM: BIO 104; BIO 206; BIO 300; BIO 351; BIO 393; BIO 423; ENV 308; ENV 355; EXS 321; EXS 410; EXS 425; EXS; 445; EXS 450; HBS 450; HS 331; HS 401; MLS 330; PHL 102; PHL 318; PHY131; WHP 405; WHP 420; WHP 493; or any other course pre-approved by the program director.</p>		
<p>PRE-PROFESSIONAL FOCUS</p> <p>REQUIRED AND ELECTIVE COURSES TO TOTAL 32 CREDIT HOURS</p>		
<p>REQUIRED CORE COURSES (26 CREDIT HOURS):</p>	<p>Course(s)</p>	<p>Grade</p>
MTH 141: Precalculus (4)		
BIO 205: Human anatomy (4)		
BIO 206: Human anatomy lab (1)		
BIO 207: Human physiology (4)		
BIO 111: Biology (4)		
BIO 113: Biology (4)		
BIO 116: Biology lab (1)		
HS 401: Introductory pathology (4)		
<p>A MINIMUM OF 6 CREDIT HOURS FROM: BIO 319; BIO 320; BIO 323; BIO 324; BIO 325; BIO 341; BIO 342; CHM157-158; CHM234-235; CHM 237; MLS 330; PHY 101-102; PHY 108.</p>		
<p>NOTE: <i>In addition to the core above, prospective PA students will need general chemistry, organic chemistry and biochemistry. Entry to medical school requires a minimum of the following: At</i></p>		

least 20 credits of biology; 20 credits of chemistry; 10 credits of physics; and, 8 credits of mathematics.

GENERAL NOTE TO ALL WHP STUDENTS

Students are reminded to check the catalogue course requirements for minors in anthropology, human resource development, psychology, sociology, and other programs, to effectively plan a course of study.

Appendix J: Five Year Plan and Proforma Statement

Proposed B.S. in Wellness, Health Promotion & Injury Prevention.

		Proposed B.S. in Wellness, Health Promotion & Injury Prevention						Proposed B.S. in Wellness, Health Promotion & Injury Prevention									
NOTE S	ITEM	YEAR 1 REVENUE	YEAR 1 EXPENSE	YEAR 1 REVENUE - EXPENSE	YEAR 2 REVENUE	YEAR 2 EXPENSE	YEAR 2 REVENUE - EXPENSE	YEAR 3 REVENUE	YEAR 3 EXPENSE	YEAR 3 REVENUE - EXPENSE	YEAR 4 REVENUE	YEAR 4 EXPENSE	YEAR 4 REVENUE - EXPENSE	STEADY STATE REVENUE	STEADY STATE EXPENSE	STEADY STATE REVENUE - EXPENSE	
Based on assumptions outlined in proposal text section 4.1, and feasibility study	Tuition	\$203,946.00			\$364,505.00			\$678,041.00			\$895,141.00			\$1,139,948.00			
Based on registrations of 30, 70, 120, 170, and 200 students, respectively, for years 1,2,3,4 and steady state.	Student fees	\$27,558.00			\$64,828.00			\$115,392.00			\$156,716.00			\$191,648.00			
Associate professor (\$61,800 plus Program Director compensation of 21%). Duties: Program Director, teach WHP 300, 305, 330, 401, 402.	WHP Program Director Faculty salary plus fringes (34.2%)	\$100,352.00			\$100,352.00			\$100,352.00			\$100,352.00			\$100,352.00			

Assistant professor (\$45,000). Start in year 1. Duties: Teach WHP 310, 320, 340, 350, 360, 401, 402, 405, 410.	WHP Faculty salary plus fringes (34.2%)	\$60,390.00			\$60,390.00			\$60,390.00			\$60,390.00			\$60,390.00	
Assistant professor (\$45,000). Duties: Teach WHP 461, 462, HS 461.	1/2 FTE WHP Faculty salary plus fringes (34.2%)	\$0.00			\$0.00			\$30,195.00			\$30,195.00			\$30,195.00	
Assistant professor (\$45,000). Part-time faculty in year 2 and 3, then 1 FTE. Duties: Teach EXS 204, 207, 215, and HS 201.	EXS Faculty salary plus fringes (34.2%)	\$0.00			\$14,000.00			\$14,000.00			\$60,390.00			\$60,390.00	
Assistant professor (\$45,000). Part-time faculty in year 2 then 1/2 FTE in year 3. Duties: Teach EXS 360, 465, and HBS 200, 359.	1/2 FTE EXS/HBS Faculty salary plus fringes (34.2%)	\$0.00			\$8,000.00			\$30,195.00			\$30,195.00			\$30,195.00	
Assistant professor (\$45,000). Duties: Teach PSY course sections	PSY Faculty salary plus fringes (34.2%)	\$0.00			\$60,390.00			\$60,390.00			\$60,390.00			\$60,390.00	

added because of WHP students.															
Assistant professor (\$45,000). 1 FTE in year 2 and a second FTE in year 3. Duties: Teach HRD course sections added because of WHP students.	HRD Faculty salary plus fringes (34.2%)	\$0.00			\$60,390.00			\$120,780.00			\$120,780.00			\$120,780.00	
Assistant professor (\$45,000). 1, 2, 2, and 3 FTEs, respectively, in years 2,3,4, and steady state. Duties: Teach University course sections added because of WHP students.	Faculty in the rest of the University to support WHP enrollment	\$0.00			\$60,390.00			\$120,780.00			\$120,780.00			\$181,170.00	
\$15,000 per FTE in WHP, EXS, PSY	Faculty start-up funding	\$15,000.00			\$45,000.00			\$30,000.00			\$15,000.00			\$15,000.00	
\$23,000 salary plus 36.6% fringes	1 Clerical support staff	\$0.00			\$31,418.00			\$31,418.00			\$31,418.00			\$31,418.00	
1/2 time AP advisors in SHS (year 1), and both PSY and HRD (year	1 1/2 Student Advisors	\$22,524.00			\$67,666.50			\$67,666.50			\$67,666.50			\$67,666.50	

2) (annual salary of 33,000 plus 36.7% fringes).																
WHP Lab and research assistants (Stipend of \$6,000 plus tuition and fees waiver of 16 graduate credits)	2 Teaching Assistants (WHP)		\$20,300.00			\$20,300.00			\$20,300.00			\$20,300.00			\$20,300.00	
EXS Teaching and Lab assistant (Stipend of \$6,000 plus tuition and fees waiver of 16 graduate credits)	1 Graduate Assistant (EXS)		\$0.00			\$0.00			\$0.00			\$10,126.60			\$10,126.60	
Start-up laboratory equipment and faculty computing plus yearly equipment needs	Equipment		\$70,000.00			\$70,000.00			\$70,000.00			\$70,000.00			\$70,000.00	
WHP Program needs	Supplies and Services		\$15,000.00			\$15,000.00			\$15,000.00			\$15,000.00			\$15,000.00	
EXS Program needs	Added Supplies and Services		\$1,000.00			\$1,000.00			\$2,000.00			\$2,000.00			\$2,000.00	
PSY Program needs	Added Supplies and Services		\$0.00			\$1,000.00			\$2,000.00			\$2,000.00			\$2,000.00	
HRD Program needs	Added Supplies and Services		\$0.00			\$1,000.00			\$2,000.00			\$2,000.00			\$2,000.00	
WHP	Marketing		\$40,000.00			\$2,000.00			\$2,000.00			\$2,000.00			\$2,000.00	

Program needs	and advertising															
WHP Program needs	Telephone		\$1,500.00			\$1,500.00			\$1,500.00			\$1,500.00			\$1,500.00	
Based on estimates from M. Merz, Kresge Library.	Library and Information resources		\$7,000.00			\$5,000.00			\$5,000.00			\$5,000.00			\$5,600.00	
WHP Program needs	Travel		\$5,000.00			\$5,000.00			\$2,500.00			\$2,500.00			\$2,500.00	
	TOTALS	\$231,504.00	\$358,066.00		\$429,333.00	\$629,796.50		\$793,433.00	\$788,466.50		\$1,051,857.00	\$829,983.10		\$1,331,596.00	\$890,973.10	
	REVENUE MINUS EXPENSES			YEAR 1		YEAR 2		YEAR 3			YEAR 4			STEADY STATE		
				\$126,562.00		\$200,463.50		\$4,966.50			\$221,873.90			\$440,622.90		

2/1/02