



SACRAMENTO STATE

Program Proposal Form B



Academic Group (College): Health & Human Services	Date of Submission to College Dean: February 15, 2007
Academic Organization (Department): Kinesiology & Health Science	Requested Effective: Fall <u>X</u> , Spring <u> </u> , 2007
Department Chair: Fred Baldini	Contact if not Department Chair: Melinda J. Seid

Title of the Program: Health Science

Type of Program Proposal:

- Modification in Existing Program:**
- Substantive Change
 - Non-Substantive Change
 - Deletion of Existing Program

New Programs

- Initiation (Projection) of New Program on to Master Plan
- New Degree Programs
 - Regular Process
 - Fast Track Process
 - Pilot Process
- New Minor, Concentration, Option, Specialization, Emphasis
- New Certificate Program

PLEASE NOTE: Form B is to be used only as a Cover Form. Additional information is requested for each of the above as noted in the corresponding procedure in the Policies and Procedures for Initiation, Modification, Review and Approval of Courses and Academic Programs found at <http://www.csus.edu/acaf/univmanual/index.htm>

Briefly describe the program proposal (new or change) and provide a justification.

Please see attached documents.

Approvals:

Department Chair: [Signature] **Date:** 4-17-07

College Dean: [Signature] **Date:** 4-20-07

University Committee: _____ **Date:** _____

Associate Vice President and Dean for Academic Affairs: _____ **Date:** _____

California State University, Sacramento
Kinesiology and Health Science
Health Science Program

HLSC 98 Health Science ProSeminar Course Syllabus

Course Description

In this course, potential and beginning Health Science students become oriented to the Health Science major. They will acquire and develop the knowledge and understanding and sample skill base needed to fulfill the Health Science major learning outcomes. Students will develop their individual learning plans designed to provide a roadmap for timely completion of the Health Science major, General Education, and University graduation requirements. No pre-requisites. 3 units

Course Objectives

Upon completion of this course the student shall be able to:

1. Discuss the main principles of the health science discipline.
2. Critically evaluate health science journal articles.
3. Write a health science research paper.
4. Develop an academic roadmap for the Health Science degree.
5. Orally present the results of the health science research paper.
6. Use American Psychological Association (APA) format in all assignments.
7. Describe the health science professional organizations and the requirements for professional certifications within health science related fields.

Course Design

1. This course is a seminar. The emphasis is on discussion and on the exchange of ideas and information.
2. Each class will require reading from the assigned handouts or from other assigned readings.
3. Students will also engage in discussion and exchange with a number of health science or health science-related faculty and/or health science practitioners and report to the class the outcome of their inquiries.
4. Guest speakers from health science local, state and/or national government agencies; not-for-profit organizations, and non-governmental organizations will be invited.
5. Students will also be required to utilize WebCT for assignments.

Required Reading

1. Course specific handouts.

Grading Requirements

1. Class participation. Students are expected to attend each class and fully participate in class activities and discussions. Absences and tardiness shall detract from the final grade.

2. Research paper. Select a health science related topic. Papers must be typed double-spaced and be no more than 20 pages in length (1.5x1x1x1" margins, 12 pt. Times New Roman font). They must conform in style to the requirements of the APA standard style manual (version 5). The final typed copy of the paper must use proper documentation of research sources; and include a title page, table of contents, page numbers, bibliography of primary sources, secondary books and articles, and an appendix (if applicable), all presented in proper form. The paper must be submitted by _____. No late papers accepted. The evaluation criteria for the research paper are described in the Guide to Grading Papers handout.

3. Research paper presentation. Students will give an oral presentation of the findings of their research to the class. Class members will provide a peer evaluation of the oral presentation.

4. Critical review of a journal article. Each student shall select a peer reviewed journal article from a recognized professional journal on a public health topic of interest. See Journal Article Analysis Assignment handout. The paper must be submitted by _____.

5. Possible Selves Lesson Plan. Each student will complete a *Possible Self Action Plan* and an academic roadmap. See handout for instructions.

6. Grading. The overall grade for the course will be based on class participation, attendance, submission of completed written assignments, and presentation of research paper. At the end of the semester, the numerical grades earned for each item of review will be added together and translated into a letter grade using the following formula:

A	94-100	B+	87-90	C+	77-80	D+	67-70
A-	91-93	B	84-86	C	74-76	D	64-66
		B-	81-83	C-	71-73	D-	65-63
						F	≤ 62

Grades C or above reflect satisfactory completion of course requirements. Any grade C- or below indicates deficient performance and is not acceptable in the Health Science Program.

Selected Resources

Books -

- Ajetunmobi, O. (2002). *Making Sense of Critical Appraisal*. New York: Oxford University Press.
- Beaglehole, R. & Bonita, R. (2004). *Public Health at the Crossroads: Achievements and Prospects* (2nd ed). Cambridge, UK: Cambridge University Press.
- Bowers, D., House, A. & Owens, D. (2002). *Understanding Clinical Papers*. New York: John Wiley & Sons.
- Buchanan, D.R. (2000). *An Ethic for Health Promotion: Rethinking the Sources of Human Well-Being*. New York: Oxford University Press.
- Christoffel, T. & Gallagher, S. (1999). *Injury Prevention and Public Health: Practical Knowledge, Skills, and Strategies*. Sudbury, MA: Jones and Bartlett Publishers.
- Duffy, J. (1992). *The Sanitarians: A History of American Public Health*. Champaign, IL: University of Illinois Press.
- Harris, R.L. & Seid, M.J. (Eds.). (2004). *Globalization and Health*. Leiden, The Netherlands: Brill.
- Institute of Medicine. (2003). *Future of the Public's Health in the 21st Century*. Washington, D.C.: National Academies Press.
- Kraut, A.M. (1995). *Silent Travelers: Germs, Genes, and the Immigrant Menace*. Baltimore, MD: Johns Hopkins University Press.
- Lee, P.R. & Estes, C.L. (2003). *The Nation's Health*. Sudbury, MA: Jones & Bartlett Publishers.
- Rosen, G. (1993). *A History of Public Health*. Baltimore, MD: Johns Hopkins University Press.
- Spector, N. (2000). *Cultural Diversity in Health & Illness*. Upper Saddle River, NJ: Prentice-Hall.

Journals -

American Journal of Epidemiology
American Journal of Public Health
Annals of Epidemiology
California Journal of Health Promotion
Health Education & Behavior

Health Promotion Practice
Journal of Epidemiology and Community Health
Journal of Safety Research
Morbidity and Mortality Weekly Reports
Professional Safety
Public Health Reports
Safety Science

Websites -

Consumer health - www.quackwatch.com

Center for Disease Control and Prevention - www.cdc.gov/

California Center for Health Improvement - www.policymatters.org

National Center for Health Statistics - www.cdc.gov/nchs/default.htm

Institute for Minority Health Research - www.sph.emory.edu/bshe/imhr/

Official California Legislative Information - www.leginfo.ca.gov

Office of Minority Health - www.omhrc.gov

Federal job openings - www.usajobs.opm.gov

The National Commission for Health Education Credentialing, Inc. Job Network -
www.nchec.org/employ.htm

APA Format Websites -

www.apastyle.org/electext.html

www.owl.english.purdue.edu/owl/resource/560/01/

Reading Assignment and Anticipated Schedule

Week	Topic	Reading
1	Introduction to the course requirements Introduction to the Health Science discipline	Handouts
2	Develop Possible Selves Action Plan and Individual Academic Roadmap Select research topics Introduction to APA format and critical analysis methodology	Handouts
3	Discussion topics: Health Education and Health Promotion	Handouts Guest speakers
4	Discussion topic: Community Health	Handouts Guest speakers
5	Discussion topic: Health Policy	Handouts Guest speakers
6	Discussion topic: Occupational Health & Safety	Handouts Guest speakers
7	First drafts of research paper and journal article critique due	
8	Midterm assessment of Possible Selves Action Plan and Individual Academic Roadmap	
9	Second drafts of research project paper and journal article critique due	
10	Beyond the Bachelors: Higher education options	Handouts Guest speakers
11	Journal article critique due	
12	Student presentations of research project	
13	Student presentations of research project	
14	Student presentations of research project	
15	Final assessment of Possible Selves Action Plan and academic roadmap Research project paper due	

COURSE POLICIES

MIDTERM AND FINAL EXAMINATIONS

Students are expected to take examinations on the assigned date and time. No make-up examinations are available.

SUBMISSION OF ASSIGNMENTS

Staple pages together rather than use plastic covers or other resources to bind your paper together. The instructor assumes no responsibility for missing pages if the paper is submitted unstapled, held together by a paper clip or plastic cover.

SUBMIT PAPERS/ASSIGNMENTS AT THE BEGINNING OF THE CLASS ON THE DUE DATE. A paper which is not submitted on time or in the appropriate manner is equivalent of NO paper and will receive "0" points. **NO EXCEPTIONS.**

BE PREPARED. HAVE PLENTY OF PAPER, EXTRA INK CARTRIDGE, AND A RELIABLE WORD PROCESSOR BEFORE YOU WRITE YOUR PAPER. Be sure to check your computer for viruses, periodically back up your paper, and make a photocopy of your paper for your personal file.

Papers/assignments submitted to the instructor by sliding them under the instructor's office door or to the instructor's mailbox are considered late papers and will receive "0" points.

Colleagues, friends, or significant others should not submit your papers/assignments for you. You are responsible for submitting your papers/assignments in class on time on the due date.

MESSAGES

Students can leave a message for the instructor on voice mail 24 hours per day. So even if a student is studying late a night and has a question, he/she can leave a message for the instructor by calling the instructor's office number. The instructor will return a student's call as soon as possible. Therefore, leave a daytime phone number and evening phone number. Students are encouraged to obtain a CSUS SacLink account and correspond with the instructor via email (email and phone number printed above).

OFFICE HOURS

The instructor is available during established office hours. If these hours conflict with your schedule other arrangements can be made. If the instructor is with someone or talking on the telephone when you arrive please be courteous and wait your turn. At times, the instructor may not be able to meet with you outside of established office hours.

It is a good idea to check the instructor's voice mail message prior to arriving for an unscheduled office visit in case office hours have been changed for that day.

ACADEMIC HONESTY

Cheating or plagiarism (submitting another person's work as one's own, or doing work for another person whom will receive academic credit) are not permissible. This includes; but is not limited to, (1) the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, (2) the unauthorized copying of examinations, assignments, reports and term papers, or the presentation of unacknowledged material as if it were the student's own work, and (3) signing the attendance sheet for class colleagues so that they can receive credit for attendance when they are absent. Any instances of academic dishonesty will result in an F grade for the assignment and disciplinary action that could lead to failing the course and possible expulsion or probation from the University.

For further information, please refer to FS03-40/APC, Ex. Academic Honesty, Policies and Procedures. Students are also referred to a Student Tutorial on how not to plagiarize;
<http://library.csus.edu/content2.asp?pageID=353>

CELL PHONE AND LAPTOP USE

In consideration of your classmates and your own learning cell phone and laptop use are not permitted in class. As a courtesy to others, please turn off cell phones, pagers, laptops and other electronic devices during class. No photographing, recording or text messaging via cell phone or any other electronic device is allowed in class.

ATTENDANCE

Attendance is expected at all class meetings. Students are to arrive on time for class. Tardiness is equivalent to an absence and will detract from the final grade.

EMAIL ETIQUETTE

E-mails are a professional communication and should be written as such. It should include the specific subject of the email inquiry.

Your email should be addressed using Mr., Ms, Dr, Professor, etc and the name of the person to whom you are sending the email.

It should contain a clear, concise statement of your problem or question, written in good English and without internet short-hand or text message language.

For example, if you have a question on homework, be as specific as you can on the problem (Chapter and number) and what you've done. Questions such as "I don't understand problem 7, can you help?" are not very specific cannot be answered in an e-mail.

Conclude with your full name and contact information. This is especially important if your e-mail name is not your real name. Also, please give your name as listed on the roster, not your nickname.

Modification of Existing Program

1. Form B (attached).

2. Impact on other units:

There will be no programmatic or fiscal impact on other academic programs. An email correspondence between the CSU Sacramento Biology Department Chair, Dr. Nicholas Ewing, and the CSU Sacramento Health Science Program Coordinator, Dr. Melinda J. Seid, regarding the deletion of Biology 10 from the Health Science curriculum is attached to this form.

3. Fiscal impact within department/college:

a. There will be no fiscal impact on the Health Science Program, Kinesiology and Health Science Department, and/or College of Health and Human Services. The Health Science Program will utilize existing resources to manage and implement this change.

b. Proposed changes will not require additional resources.

c. No additional space, equipment, operating expenses, library, computer, or media resources, clerical/technical support, or other resources will be needed. However this program will require the use of existing classrooms and computer laboratories.

4. Proposed Changes:

Old Program

1. Currently there is no HLSC Pre-major designation.
2. The Lower Division Courses (Bio 10, Bio 25, Bio 25, Chem 6A, HLSC 50, Psych 5, and Stat 1) are required by the HLSC major.
3. Currently the upper division HLSC courses are not restricted in enrollment.

New Program

1. There are no specific requirements for a student to become a HLSC Pre-major. HLSC Pre-majors will be assigned a HLSC advisor who will assist the student in the development of an academic roadmap.
2. Change the current HLSC Lower Division Course requirements into a HLSC Pre-major.
3. Delete Biology 10 Basic Biological Sciences. Course no longer required for Bio 25 and Bio 26.
4. Add new course HLSC 98 Health Science ProSeminar. Form A attached.
5. Add pre-requisites courses to HLSC 144 Community Health Planning and Evaluation. Form A attached for this change.

6. Add pre-requisite course to HLSC 119 Community Health Education. Form A attached.
7. Delete OBE Diversity and Management to Health Care Administration concentration. Course was deleted by the Business Administration Department.
8. To become a HLSC major, the student must successfully complete the HLSC Pre-major with at least a "C" grade in each course and achieve an overall G.P.A. of 2.00.

Proposed HLSC Pre-major:

Bio 25	Anatomy & Physiology
Bio 26	Anatomy & Physiology
Chem 6A	Intro. To General Chemistry
HLSC 50	Healthy Lifestyles
HLSC 98	Health Science ProSeminar
Psych 5	Intro. To Psychology: Individual & Social Processes
Stat1	Intro. To Statistics

9. A student may not enroll in upper division courses and/or concentration courses until she/he has completed the HLSC Pre-major courses. Students completing the last courses in the Pre-major may schedule an appointment to file a Change of Major Form with the HLSC Program Coordinator.
10. Upon consent of the HLSC Program Coordinator or HLSC Academic Advisor, students completing the last courses in the HLSC Pre-major may enroll in HLSC 114 and/or HLSC 118 and/or one course in their HLSC concentration.
11. Students who do not complete the HLSC Pre-major requirements are subject to being administratively dropped from designated HLSC upper division courses or HLSC concentration courses in which they are inappropriately enrolled.

NEW PROGRAM

Pre-major

There are no specific requirements for a Student to become a pre-major in health Science. Pre-majors will be assigned to a HLSC academic advisor and assisted in the development of an academic plan.

Major

To become a health science major, the student must first successfully complete the following courses:

Bio 25 Anatomy & Physiology (4 units)
Bio 26 Anatomy & Physiology (4 units)
(Bio 25 or consent of instructor)
Chem 6A Intro. To Gen. Chem. (5 units)
HLSC 50 Healthy Lifestyles (3 units)
HLSC 98 ProSeminar (3 units)
Psych 5 Intro. To Psych (3 units)
Stat 1 Intro. To Statistics (3 units)

Most upper division health science courses will be restricted to health science majors or consent of instructor. Students interested in health science are encouraged to contact the Health Science Program Coordinator.

OLD PROGRAM

There is no old program

Justification for HLSC Pre-Major

1. The purpose of the pre-major is to ensure that all students enrolling in the upper division courses in the Health Science major have taken the Lower Division Required Courses, and thus the students in the upper division courses will have the same pre-requisite background knowledge. Instruction in the upper division HLSC courses will be easier to facilitate if the students all have the same body of knowledge by taking the same pre-major courses.

Evaluation of Change of Major requests will be easier if all applicants have taken the courses in the Pre-major. Currently requests from students present several situations that pose problems in assessment: (1) students who are in "good standing" even though each semester the student has below "C" grades in HLSC substitutable courses, or (2) students who have not taken any of the required HLSC lower division courses or any HLSC prefix courses. These situations make it difficult to equally evaluate change of major requests. Thus it would be easier and more equitable if all students who wish to become HLSC majors complete the pre-major courses with a minimum of a "C" grade in each course and an overall minimum G.P.A. of 2.00.

2. The need for the pre-major is threefold: (1) to ensure that students are academically prepared to enter the upper division courses in the major, (2) to effectively enforce that no student can enroll in upper division HLSC courses until all lower division courses have been completed, and (3) to more effectively advise students in the major.

3. Currently the CSU Sacramento Health Science Program has over 300 majors. The past academic year has seen a dramatic increase in the number of students requesting to change their major to health science. These students are usually upper division students; some senior status, who would have priority registration into the upper division Health Science courses during Casper enrollment. Furthermore, many of these new majors have not taken all of the required lower division courses and thus would be at a disadvantage when taking upper division courses since they do not have the background knowledge. Moreover, since these new students have priority registration due to their senior status they would take a seat away from a current HLSC student who has taken all of the lower division required courses. This could delay graduation for current HLSC majors.

As stated previously, there has been a great demand for HLSC classes due to students seeking to change their major to health science which has significantly increased the overall number of HLSC majors and the number of students enrolled in HLSC classes. Thus developing a Pre-Health major allows the Program to have a more efficient enrollment management plan in which HLSC faculty can evaluate the transcripts of transfer students and students seeking a change of in an efficient and equitable manner. In summary, the HLSC Pre-major will provide each HLSC student with an academic plan when he/she submits a change of major request which will subsequently result in decreased time towards graduation, an increased retention rate, and an increased graduation rate.

4. New course:

HLSC 98 Health Science ProSeminar

In this course, potential and beginning HLSC students become oriented to the HLSC discipline. They will acquire and develop the knowledge and understanding needed to fulfill the HLSC major learning outcomes. Students will develop their individual learning plans designed to assure fulfillment of the HLSC major, General Education, and University graduation requirements. Classification: 2 (lecture)

NEW PROGRAM

Health Science Pre-Major:
(25 units)

++++
Bio 25 Anatomy & Physiology (4 units)
Bio 26 Anatomy & Physiology (4 units)
(Bio 25 or consent of instructor)
Chem 6A Intro. To Gen. Chem. (5 units)
HLSC 50 Healthy Lifestyles (3 units)
HLSC 98 ProSeminar (3 units)
Psych 5 Intro. To Psych (3 units)
Stat 1 Intro. To Statistics (3 units)

Required Upper Division Courses:
(12 units)

HLSC 114 Hum. Ecol & Health (3 units)
HLSC 118 Community Health (3 units)
HLSC 148 Epidemiology (3 units)
(Stat 1 or consent of instructor)
HLSC 195 Fieldwork
(HLSC courses depend upon concentration,
permission of the faculty advisor,
program coordinator, & dept. chair)

OLD PROGRAM

Required Lower Division Courses:
(25 units)

Bio 10 Basic Biological Concepts (3 units)
Bio 25 Anatomy & Physiology (4 units)
Bio 26 Anatomy & Physiology (4 units)
(Bio 25 or consent of instructor)
Chem 6A Intro. To Gen. Chem (5 units)
HLSC 50 Healthy Lifestyles (3 units)
++++
Psych 5 Intro. To Psych (3 units)
Stat 1 Intro. to Statistics (3 units)

Required Upper Division Courses:
(12 units)

HLSC 114 Hum. Ecol & Health (3 units)
HLSC 118 Community Health (3 units)
HLSC 148 Epidemiology (3 units)
(Stat 1 or consent of instructor)
HLSC 195 Fieldwork
(HLSC courses depend upon concentration,
permission of the faculty advisor, program
coordinator, & dept. chair)

Concentrations (30-33 units)

Community Health Education (30 units)

HLSC 100 Fund. Of Safety & Health
HLSC 112 Disease Prevention
HLSC 116 Pub. Health Admin.&Pol.
HLSC 119 Com. Health Educ.
(HLSC 118 or consent of instructor)
HLSC 122 Health Psychology
HLSC 124 Consumer Health Education
HLSC 130 Alcohol & Other Drugs
HLSC 144 Com. Health Plan & Eval.
(HLSC 118 & HLSC 148 or consent of instructor)
HLSC 147 Health Data Analysis
(Stat 1 or consent of instructor)

Select one of the following:

HLSC 117 Global Health
HLSC 134 Human Sexuality
HLSC 150 Aging and Health

HLSC 100 Fund. Of Safety & Health
HLSC 112 Disease Prevention
HLSC 116 Pub. Health Admin.&Pol
HLSC 119 Com. Health Educ.
++++
HLSC 122 Health Psychology
HLSC 124 Consumer Health Education
HLSC 130 Alcohol & Other Drugs
HLSC 144 Com. Health Plan & Eval.
++++
HLSC 147 Health Data Analysis
(Stat 1 or consent of instructor)

Select one of the following:

HLSC 117 Global Health
HLSC 134 Human Sexuality
HLSC 150 Aging and Health

Health Care Administration (30 units)

ACCY 1 Acct. Fundamentals
ECON 1A or 1B Macro/Microeconomics
HROB 151 Mgmt. of Human Resources
OPM 160 Princ. Of Qual. Mgmt.
HLSC 116 Pub. Health Admin & Pol.
HLSC 144 Com. Health Plan. & Eval.
(HLSC 118 & HLSC 148 or consent of instructor)
Psych 108 Org. Psych +++++
SWRK 151 Health Serv. & Systems
COMS 161 Health Communications
PHIL 104 Bioethics

ACCY 1 Acct. Fundamentals
ECON 1A or 1B Macro/Microeconomics
HROB 151 Mgmt. of Human Resources
OPM 160 Princ. Of Qual. Mgmt.
HLSC 116 Pub. Health Admin. & Pol.
HLSC 144 Com. Health Plan. & Eval.
++++
Psych 108 Org. Psych or OBE 151 Div. & Mgmt.
SWRK 151 Health Serv. & Systems
COMS 161 Health Communications
PHIL 104 Bioethics

Occupational Health & Safety (31-34 units)

HLSC 100 Fund. Of Safety & Health
HLSC 106 Occ. Health
HLSC 107 Occ. Safety
HLSC 108 OH&S: Laws & Regs

HLSC 100 Fund. Of Safety & Health
HLSC 106 Occ. Health
HLSC 107 Occ. Safety
HLSC 108 OH&S: Laws & Regs

HLSC 109 Cause & Control of Loss
HLSC 110 Issues in OH&S
Chem 6B Intro. to Gen. Chem (5) or
Chem 20 Organic Chem. (4)

HLSC 109 Cause & Control of Loss
HLSC 110 Issues in OH&S
Chem 6B Intro. to Gen. Chem (5) or
Chem 20 Organic Chem. (4)

Select 3 courses from the following (9-11 units):

MGMT 138 Princ. Of Risk Mgmt & Ins.
ENVS 130 Environ. Toxicology
HLSC 196 Exp. Offerings in OH&S
Bio 139 (4) Gen. Microbiology
PHYS 5A Gen. Physics (5) or
PHYS 10/10L Physics in Our World (4)

MGMT 138 Princ. Of Risk Mgmt. & Ins.
ENVS 130 Environ. Toxicology
HLSC 196 Exp. Offerings in OH&S
Bio 139 (4) Gen. Microbiology
PHYS 5A Gen. Physics (5) or
PHYS 10/10L Physics in Our World (4)

Scheduling pattern for Health Pre-major. No additional courses or sections of classes are required to implement the program.

First Semester

Bio 25 Anatomy & Physiology (4)
HLSC 98 Health ProSeminar (3)
Psych 5 Intro. to Psych or GE (3)
ACCY 1 (if HCA) or GE (3)

Second Semester

Bio 26 Anatomy & Physiology (4)
HLSC 50 Healthy Lifestyles (3)
Stat 1 Intro. to Statistics or GE (3)
ECON 1A or 1B (if HCA) or GE (3)

Third Semester

Chem 6A Intro. to Chem. (5)
Upper Div. HLSC or GE (3)
Upper Div. HLSC or GE (3)
GE (3)

HLSC Faculty

Faculty Member	Rank	Appointment	Highest Degree	Date & Discipline	Teaching Areas
Akbar Davami	Professor	Tenure	Ph.D.	Health and Safety Studies	HLSC 118 HLSC 130 HLSC 136
Heather Diaz	Lecturer	Temporary	MPH, ABD	6/15/02	HLSC 112 HLSC 122 HLSC 144 HLSC 148
Michael Nave	Associate Professor	Tenure	Ph.D.	1987 Education & Health Science	HLSC 100 HLSC 107 HLSC 109 HLSC 110 HLSC 147 HLSC 148
Patricia Woodward	Assistant Professor	Tenure track	Ed.D.	5/05 Edu. Leadership	HLSC 50 HLSC 106 HLSC 108 HLSC 112 HLSC 117 HLSC 119 HLSC 124 HLSC 134 HLSC 150
Melinda J. Seid	Professor	Tenure	Ph.D.	12/20/91 Public Administration	HLSC 50 HLSC 112 HLSC 114 HLSC 117 HLSC 116 HLSC 144 HLSC 150