

Minutes
Undergraduate Academic Affairs Committee
May 4, 2017

Members in Attendance: J. Ragsdale (for C. Boyd), D. Barbeau, D. Lohe, A. Harkins (for E. Gockel-Blessing), G. Barker, J. Haugen, J. Perolio, J. Burwinkel, J. Langan, K. Thatcher, L. Sweetman, M. Allen, N. Westhus, R. Wood, S. Naeger, and T. Gasmi

Guests in Attendance: A. Harkin, C. Fleck

Call to Order: Rob Wood called the meeting to order at 8:30 a.m.

Approval of Minutes from the April 6, 2017 Meeting: Minutes from the April 6, 2017, meeting were approved with two abstentions.

Announcements:

Major Exploration students will now be in the College of Arts and Sciences. They will no longer be advised out of the Student Success Center. Other resources available to them in terms of career services and coaching will continue.

Agenda Items:

Middle East Studies Substantive Change:

Cathleen Fleck addressed the committee. The past few weeks have been challenging because they found out that Arabic will no longer be offered. It is not totally unheard of that there are Middle East Studies programs without a language requirement. They have decided to include a course (that we had previously suggested) as a required course, Intro to International Studies. This gives students the framework for looking at another part of the world. To have a more even distribution requirement within the areas offered (theology and philosophy, arts and humanities, and business and social science). In other words, students have to take one course in each. The total credits for the minor is 18.

A required Capstone, which is a non-credit bearing presentation that they have to give based upon a research project that they do in one of their Middle East Studies classes.

Health Information Management/Health Data Science (HIM/HDS)

Amy Harkins presented two different accelerated degrees, Health Information Management and Data Health Science (*HIM/HDS*). The two are similar in that each of them are moving one full academic year from the curriculum. How they do it is different. Both are designed to recruit new freshmen into these particular tracks, not to take from any other programs or have students transfer.

Starting with HDS, Health Information Management is the degree, it is a credentialed accredited degree. Similar to accounting, one cannot sit for the CPA exam without having gone through an accredited accounting program. This is the same way in HIM. The credential exam is the Registered Health Information Administration (*RHIA*) Exam. To sit for that credential, one must go through an accredited HIM program. This has been accredited non-stop since 1936. The oldest in the United States.

Health care has changed from paper records to digital. We are now changing the next step from not just handling the digital information and protecting our digital records. Our infrastructure has improved across the world in healthcare managing that information. We are now at a point where we can do things with that information. There about twenty job openings for every one person who can fill the Health Data Scientist position. They primarily would like to have a RHIA credentialed individual who must go through an HIM program. This degree takes the combination of that HIM, four-year degree, and combines it with a two year HDS master's degree offered through SLUCOR. It is a specific analytics master's degree that focuses on healthcare. Graduates will be able to analyze data in such a way to gain information to make medically relevant decisions. Whether it is individualized care or very large corporate healthcare decisions for building hospitals.

What they are proposing is to share nine credit hours between the two programs. The Bachelor's degree is 123 credit hours and their Master's is 30. They would be reducing that down to 141 total by sharing those nine credits. Looking at the handout which shows the curricular tracks, included was a current curricular track that also has a minor in either business admin, business analytics, or Information Technology Management (*ITM*), or the standard track.

She also included the thirty credit hour curriculum map of the MS in Health Data Science. The students go through the four years but in fall of year three they take the first of shared three hours course, HIM 4750 course, Fundamentals of Clinical Medicine. This is the exact same course as

Foundations of Medical Diagnoses in the HDS program. In year four there are two more courses they share as shown in the handout. They do not require the fourth course.

The next page goes into 100% of the HDS required courses to finish up the master's degree. At the end of the fourth year they are awarded their BS in HIM. They can also sit for the RHIA credentialing exam.

In four years, 50% of their students go to grad school and the other 50% goes straight into a job. They are typically matched 100% by November of the year they graduate. The average starting salary across a broad array of careers is about \$45,000 in the Midwest. People coming out with this degree have a starting salary, no matter where you are in the country, of over \$100,000. For every twenty positions that open, only one is filled because there aren't people who are qualified to walk into these types of analytical roles.

The only thing they have removed, of the thirty credit hours that is considered the Doisy core curriculum, is one upper division theology course. They still have a total of nine credits of theology and philosophy. The reason it was removed was to give students more latitude. They were trying to be flexible and open to students choices. They would be willing to put this course back in if the committee requires it.

Health Information Management/Law (HIM/LAW)

They looked at two very different undergraduate programs that have the the capacity to grow enrollment, as well as trying to grow the enrollment for the law school. HIM has about 1 or 2 students a year that go into the law school. They worked to develop examples of two such accelerated programs. They took the program and said how could this look in three years for our undergraduate degrees. They would move into law school, assuming that they make all the right grades, prerequisites, and requirements for admission into law school. Then it would become a 3+3 instead of a four year degree plus three years. It removed one year. The real difference in this degree is that the BS from SLU would not be awarded until the completion of the first full year of law school.

If a student is admitted into law school, if there was any problem with being admitted or if they decided not to go, or if they got to law school and did not do well, would there be a return exit plan back to the university to finish out their BS degree? The framework is that they would go through an application process, they would have to be in good standing, they would have to do as well on LSAT (some take the GRE in lieu of the LSAT), etc.

Tuition and scholarships also have some limitations as to what they can and can't do when they are at each of the two colleges, and an assurance that if anything were to happen, the student could come back and finish the bachelor's.

Amy's handout shows the major curriculum of the history degree, describes how they reduced the degree to under 90 credit hours and still kept a rigorous part of the college core as well the history courses. Doisy's three year degree is very similar to their INTO program. What you can really see is that they have taken out electives.

Policy Proposals Update with Jay Haugen:

- Repeating Courses - Point three needs additional rewording. Will vote next week on this one.
- Overload Hours - Pulling summer out.
- Summer Enrollment Limits - Language added. Intention is to limit summer enrollment based on overlapping classes or separate parts of terms so a student doesn't end up in four classes in a given week. This wording still needs clarification.

Meeting was adjourned at 10:03 a.m.