

**1986 COT Approved Resolutions
Chronological Index**

Index No.	Resolution Name	Date Passed
1986-01	Change in Academic Units	October 23, 1986
1986-02	B.S. Health Sciences	October 23, 1986



West Chester University

ATTACHMENT ONE

Council of Trustees

West Chester,
Pennsylvania 19383

**Council of Trustees
Resolution
1986-01**

RESOLUTION

ON

CHANGE IN ACADEMIC UNITS

Be it resolved that the Council of Trustees of West Chester University publicly endorses the recommendation of the university administration to reorganize the academic units of the university. The new organization will consist of a College of Arts and Sciences and four professional schools - School of Business and Public Affairs, School of Education, School of Health Sciences, and School of Music. Each academic unit will be led by a Dean who will report directly to the Provost and Vice-President for Academic Affairs. A copy of the rationale for the change in organization and an organizational chart are attached.

Approved:

John F. Unruh
John Unruh, Chairperson
Council of Trustees
West Chester University

Date:

10/23/86



West Chester University

Provost and Vice-President for
Academic Affairs

West Chester,
Pennsylvania 19383
(215) 436-3405

Rationale for Changes in Academic Organization

The recognition of the need for change in the administrative structure of academic affairs arose from a variety of sources. The faculty surveys of 1981, 1983 and 1985 conducted by the Office of Research and Planning indicated that academic organization was fair at best. On closer inspection, the data showed that Arts and Sciences faculty viewed academic organization in a fairly positive manner but that Professional Studies faculty viewed it quite negatively.

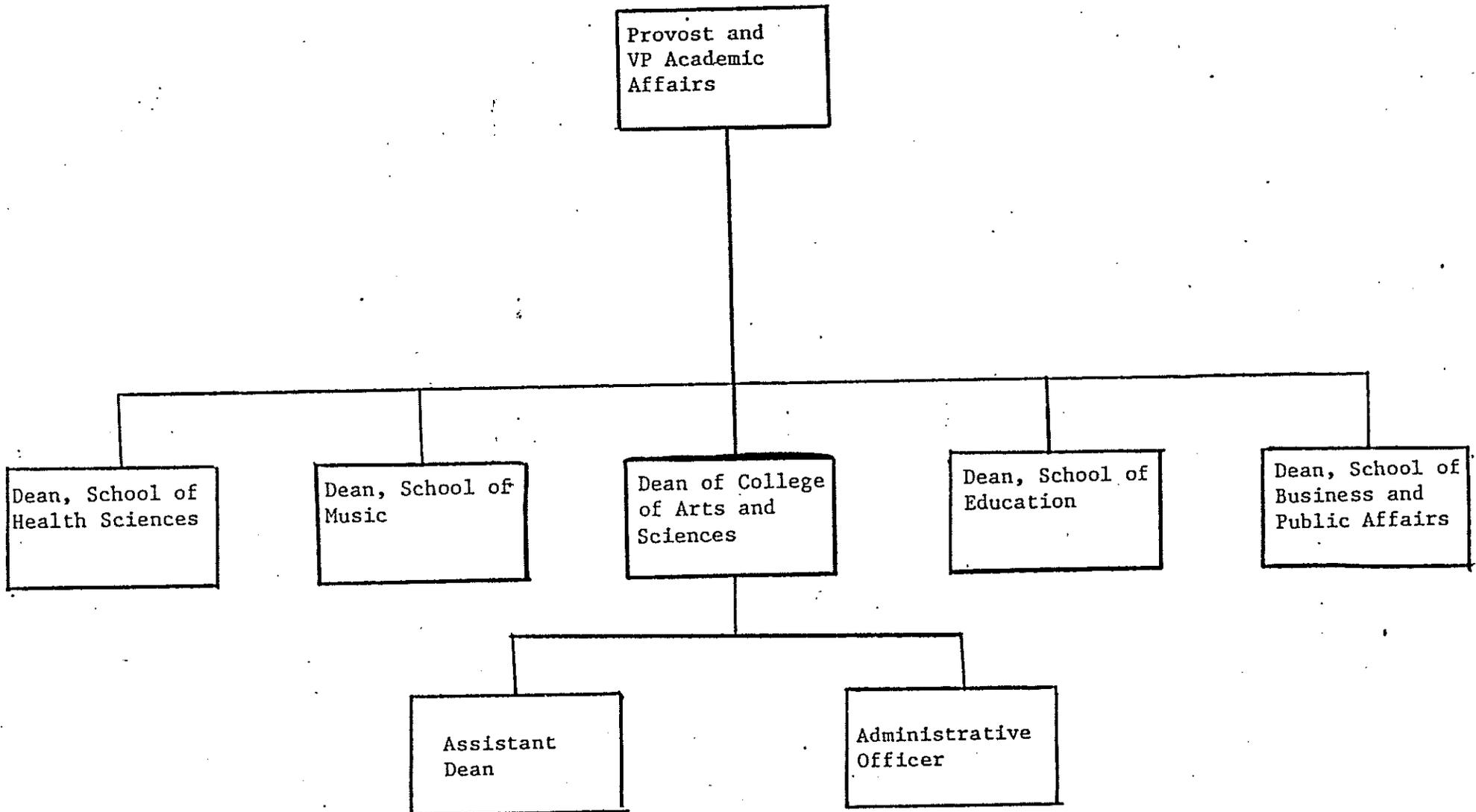
In the Spring of 1983, the Penn State Center for Higher Education conducted an assessment of the 1979 reorganization. In reviewing academic structure it was concluded that serious problems existed with middle management. The role of the coordinators/directors was the primary focus of concern. The report characterized coordinators as reasonably successful due in part that they operated more as associate deans with specific portfolios, serving as staff to the dean. The director position was not viewed as favorably. Directors had responsibility for specific areas but did not have the authority or power to make required decisions or to take necessary actions. There was a mismatch between responsibility and authority. The directors position was characterized as a managerial one with unclear loyalties.

In addition, over the years, observations of faculty and administrators have generally characterized Arts and Sciences as operating with greater efficiency and with better channels of communication with its faculty.

To address problems associated with academic organization a task force was convened in Spring 1986 to review the present structure as well as other academic structures and to assess the advantages and disadvantages of each. This report was delivered in June 1986. The document was by no means a consensus document. Each organizational model had its proponents and its antagonists. It was evident that the task force had labored diligently and their report suggested many ideas that are worthy of further

PROPOSED CHANGES IN ORGANIZATIONAL STRUCTURE

September, 1986



ENDORSED BY THE COUNCIL OF TRUSTEES AT THE REGULARLY SCHEDULED MEETING OF THURSDAY, OCTOBER 23, 1986.
WEST CHESTER UNIVERSITY
WEST CHESTER, PA

Introduction

This report is to supplement and update the information provided earlier to the Chancellor's Office requesting approval to broaden our current degree program, Bachelor of Science - Dental Hygiene, to include Respiratory Therapy and to add "Health Science" to the degree calling it B.S. in Health Science.

At the present time, the Department of Health offers a cooperative dental hygiene program leading to a Bachelor of Science degree for those dental hygienists and dental assistants who have completed their professional certification. The B.S. in Health Science degree we are proposing is also a post-certificate program. Not only will it include the dental hygienist/assistant students which we have, but also students in our Associate of Science degree for Respiratory Therapy, a program which we conduct in cooperation with the Bryn Mawr Hospital. The current national trend for the training of respiratory therapists is towards a 4-year baccalaureate degree. The proposed B.S. in Health Science degree program is merely a broadening of our current B.S. degree program to include those students in Respiratory Therapy.

1. Appropriateness to Mission

One of the two institutional missions for West Chester University (WCU) is Health and Human Services. One of the missions for the Department of Health at WCU is to provide professional training to students in Public Health, Health Education, Environmental Health, Gerontology, Dental Hygiene and Respiratory Therapy. Beginning in 1983, WCU, with state approval, offered an Associate of Science (AS) degree in Respiratory Therapy in cooperation with the Bryn Mawr Hospital.

The AS program in Respiratory Therapy produces clinicians with adequate didactic knowledge and clinical skills to:

- a. apply scientific knowledge and theory to practical, clinical problems of respiratory care.
- b. assume primary clinical responsibility for all respiratory care modalities.
- c. exercise independent, clinical judgment in the respiratory care of patients under direct or indirect physician supervision.
- d. serve as technician resource persons to the physician and hospital staff with regard to current practices in respiratory care and effective, safe methods for administering respiratory therapy.
- e. sit for the examinations offered by the NBRC and thereby become credentialed.

2. Need

With increased level of diversification and sophistication in respiratory therapy technology and increased need for leadership in this profession and management skills in the work place, it is essential that Respiratory Therapy majors broaden their educational base by taking additional courses in physiology, chemistry, management as well as courses in the humanities and arts. It is our desire to train our Respiratory Therapy major to become not only proficient in the scientific technology of respiratory therapy but also to be able to advance to administration and managerial levels in the organizations in which they work. A baccalaureate program in Respiratory Therapy was first initiated in 1969 in the U.S. and since then many such programs have been established. By 1983, 33 programs in Respiratory Therapy are offered at the baccalaureate level and two at the Masters level (AAR Time, Volume 7, Issue 5, May 1983). In order for our graduates to compete favorably in the job market, we need to establish a baccalaureate program in Respiratory Therapy. The market demands for respiratory therapists are high. In the Sunday, June 22, 1986, Philadelphia Inquirer, there were no less than 15 vacancies advertised recruiting respiratory therapists. Of the 13 of our graduates in Respiratory Therapy since 1984 all of them are employed in this profession. They work at Bryn Mawr Hospital, Children's Hospital of Philadelphia, Chester County Hospital, Delaware County Hospital and Fairfax Hospital in Washington, D.C.

In October 1984 the West Chester University/Bryn Mawr Hospital Respiratory Therapy Program conducted a market survey of the surrounding community to determine the educational needs in the area and to plan possible curriculum changes. One hundred respiratory care practitioners in this area were mailed survey questionnaires. Thirty-nine percent of them responded. The results of the survey showed a strong interest in a B.S. in Respiratory Therapy with 87% of the respondents planning to return to school on a full- or part-time basis in the next five years. Ten of our current Respiratory Therapy majors are ready to enroll in the proposed 4-year program as soon as it is approved and implemented.

3. Academic Integrity

At the present time, it takes two years for Respiratory Therapy majors to receive an Associate of Science (AS) degree upon completion of the following courses:

Associate of Science - Respiratory Therapy

1. General Requirements	18 s.h.
ENG 120 Effective Writing I	3
MAT 105 College Algebra	3
PHI 180 Introduction to Ethics	3
PSY 100 Introduction to Psychology	3
SPC 101 Speech Fundamentals	3
Distributive requirements in the arts	3
2. Respiratory Therapy Requirements	37 s.h.
HEA 250 Bronchopulmonary Hygiene	3
HEA 251 Oxygen Therapy	2
HEA 252 Medical Terminology	1
HEA 253 Aspects of Respiratory Therapy I	2
HEA 254 Clinical Practice I	1
HEA 255 Pulmonary Function Evaluation	2
HEA 256 Mechanical Ventilation	3
HEA 257 Respiratory Physiology	2
HEA 258 Aspects of Respiratory Therapy II	2
HEA 259 Clinical Practice II	3
HEA 260 Cardiopulmonary Diseases	2
HEA 261 Respiratory Therapy Seminar I	2
HEA 262 Clinical Practice III	1
HEA 263 Cardiopulmonary Evaluation	3
HEA 264 Clinical Practice IV	4
HEA 265 Pediatric/Neonatal Respiratory Care	2
HEA 266 Pharmacology	2
3. Cognate Requirements	22 s.h.
BIO 209 Human Anatomy	4
BIO 214 Introduction to Microbiology	3
BIL 214 Microbiology Laboratory	1
BIO 309 Human Physiology	4
CHE 103 General Chemistry I	3
CRL 103 General Chemistry I Laboratory	2
CHE 104 General Chemistry II	3
CRL 104 General Chemistry II Laboratory	2

Upon satisfactory completion of the above course work, the student will have to pass examinations administered by the National Board of Respiratory Care to become a Registered Respiratory Therapist.

For the proposed 4-year baccalaureate program, the student will choose one of the following tracts and complete satisfactorily all the courses listed in the tract:

Bachelor of Science - Respiratory Therapy

1. Advanced Practitioner Tract 24 - 25 s.h.

CHE 230 Introduction to Organic and Biological Chemistry	3
PHY 103 General Physics I	4
CSC 101 Computer Science	3
BIO 110 General Biology	3
BIO 361 General Physiology	3
HEA 470 Advanced Respiratory Therapy I	3
HEA 471 Respiratory Therapy Seminar II	2

(one of the following):

BIO 115 General Botany or	4
BIO 117 General Zoology (BIO MINOR)	4
HEA 320 Positive Aspects of Aging	3
MAT 121 Statistics	3
Psychology Elective	3

2. Management Tract 23 s.h.

ECO 131 Microeconomics	3
BLA 201 American Legal System	3
ACC 201 Accounting	3
MGT 301 Principles of Management	3
MGT 323 Analysis, Planning, Control	3
MGT 302 Human Resources Administration	3
HEA 470 Advanced Respiratory Therapy I	3
HEA 471 Respiratory Therapy Seminar II	2

3. Neonatal/Pediatric Tract 25 s.h.

PSY 482 Developmental Psychology II- Infancy and childhood	3
CSC 101 Computer Sciences	3
BIO 110 General Biology	3
HEA 470 Advanced Respiratory Therapy I	3
HEA 472 Neonatal Respiratory Pathophysiology	3
HEA 473 Pediatric Respiratory Pathophysiology	3
HEA 474 Congenital Cardiac Diseases	3
HEA 475 Neonatal/Pediatric Clinical Specialization	4

4. Education Tract	23 s.h.
EDF 250 Psychology of Learning and Development	3
EDP 351 Evaluation and Measurement	3
EDM 300 Introduction to Instructional Communication	3
EDP 467 Group Dynamics	3
EDF 360 The Learner in Non-School Settings	3
HEA 306 Preparation for Teaching Health	3
HEA 470 Advanced Respiratory Therapy I	3
HEA 471 Respiratory Therapy Seminar II	2

Some additional courses recommended as electives for the students are:

PHI 370 Biomedical Ethics	3
PHI 422 Philosophy of Science	3
PSC 356 American Public Policy	3
PSY 354 Social Psychology	3
PSY 484 Development Psychology IV - Adulthood and Aging	3
SOC 302 Sociology of Everyday Life	3
SOC 361 Sociology of Medicine	3
SOC 364 Sociology of Aging	3

In addition, the student must accumulate a minimum of 128 credits with a minimum GPA of 2.0 and must complete all necessary university general education requirements.

4. Coordination With Other Programs

The West Chester University/Bryn Mawr Hospital maintains communications with other institutions in Pennsylvania and Delaware that offer B.S. programs in Respiratory Therapy. Of the SSHE universities, only Indiana University of Pennsylvania near Pittsburgh and Millersville University near Lancaster offer B.S. programs in Respiratory Therapy, both of which are too far to serve the students in Philadelphia and Southeastern Pennsylvania. Students are attracted to our program because of proximity to their homes or lower cost as compared to private institutions in this area.

5. Periodic Assessment

The current two year Respiratory Therapy program at WCU/Bryn Mawr Hospital is accredited by the Committee on Allied Health Education and Accreditation as recommended by the Joint Review Committee for Respiratory Therapy Education, which is sponsored by the American Association for Respiratory Therapy, the American College of Chest Physicians, the American Society and Anesthesiologists and the American Thoracic Society. Continuing accreditation was awarded April 19, 1986 for a period of five years. The remainder of the Respiratory Therapy major's program offered by the Department of Health, WCU, is periodically reviewed by the Middle States Evaluation Team. The next review will take place in 1987-88.

6. Resources Sufficiency

The current two-year program is adequately supported in terms of faculty, staff, learning resources, instructional equipment and facilities as evidenced by the recent national accreditation of the program. With the approval and implementation of a B.S. degree program, the estimated number of majors will increase from the current 29 to between 50 and 60. When the B.S. degree program becomes fully implemented, the WCU total enrollment will increase by 20-30 students with half of them in the junior year and half in the senior year. With a variety of courses prescribed for them (Item 4 above), the impact on any class at WCU will be minimal.

7. Impact on Educational Opportunity

The implementation of a B.S. degree program to include the Respiratory Therapy majors may encourage some to seek post-graduate education. But more importantly, such a program would, not only result in a better educated professional, but also eliminate the limitation a two-year program places on the students' career, namely always being a technician. A B.S. program will boost the morale of our graduates, enabling them to progress professionally to become instructors, directors, managers, or administrators in hospitals and clinics. The proposed program admits, trains and places any qualified individuals without prejudice whatsoever.