Program Description

Bachelor of Applied Sciences to be offered by Indiana State University, Terre Haute, IN

1. Characteristics of the Program

a. **Campus(es) Offering Program:**
Indiana State University, Terre Haute, IN

b. **Scope of Delivery (Specific Sites or Statewide):**
Indiana State University, Terre Haute, IN

c. **Mode of Delivery (Classroom, Blended, or Online):**
Online

d. **Other Delivery Aspects (Co-ops, Internships, Clinicals, Practica, etc.):**
None

e. **Academic Unit(s) Offering Program:**
The College of Nursing Health and Human Services and College of Technology. The suggested CIP Code for the new program is 30.9999: Multi-Disclinary Studies: Other. The code is defined as follows: Any instructional program in multi/interdisciplinary studies (National Center for Education Statistics, 2010). This code is selected in order to best meet the range of AAS backgrounds that may come to the BAS program. Since the program is to build upon the training and background of the AAS and the student, as well as potential future concentrations/areas as the program/interest grows, a multidisciplinary CIP code is appropriate.

2. Rationale for the Program

a. Institutional Rationale (Alignment with Institutional Mission and Strengths)

- **Why is the institution proposing this program?**
  - The Bachelor of Applied Science (BAS) is a degree specifically designed to address the need of students who complete an Associate of Applied Science degree (AAS). The program will provide students who earn an AAS degree the opportunity to pursue an online BAS degree at Indiana State University (ISU). The degree will prepare graduates to become successful and advance in their careers and contribute to the development of an educated workforce in Indiana. The BAS gives the students the unique opportunity to apply the technical AAS credits to a bachelor's degree. Students will only have to complete 60 credit hours at ISU to earn a BAS**.** The mission of this BAS is to provide professionals from health and technology related fields the opportunity to gain added expertise needed for self-enrichment and to expand their professional roles in their chosen field.

  - The BAS has been developed primarily for students with an AAS degree from health and technology professional programs (for example a program in the School of Health Sciences and School of Technology at IvyTech). According to the Fall 2011 Fact Book, statewide enrollment in the School of Health Sciences was 11,055 and 12,656 students in the School of Technology. The degree is intended to prepare students for management positions in their original fields of expertise, medical and pharmaceuticals sales, educators in medical/health areas, technology related professions and graduate school.

  - This interdisciplinary nature of the program will bring together a mix of professionals with different backgrounds that will broaden the knowledge of all and promote collaborations among professionals. Even though the program will be delivered online, the courses will incorporate activities that will require students to communicate and collaborate on projects.

- Regardless of age, gender or ethnicity, we intend to attract those persons wanting to advance their professional careers and serve their community. To that end we will make a concerted effort to attract and accept a diverse student body population.

- Academic program offerings at Indiana State University are based on our institutional mission, state and national workforce needs, student interest, and faculty support. The special identity for Indiana State University is to be noted for a tradition of strong community engagement and service learning. For example, Indiana State University is one of the founding partners of the Rural Health Innovation Collaborative (RHIC). The RHIC represents a unique opportunity to align the resources and strategic directions of several Indiana institutions to address the challenge to improve health services in rural and underserved communities. The BAS program will provide an opportunity for allied professionals already working in the field (including rural communities) to continue working while pursuing a BAS degree.

- **How is it consistent with the mission of the institution?**
  - The BAS is based on the ISU mission, which states "Indiana State University combines a tradition of strong undergraduate and graduate education with a focus on community and public service. We integrate teaching, research, and creative activity in an engaging, challenging, and supportive learning environment to prepare productive citizens for Indiana and the world" (Indiana State University, 2008). Providing the opportunity for professionals with an AAS degree to earn a bachelor's degree will allow them to advance in their careers and better serve their communities.

- **How does this program fit into the institution's strategic and/or academic plan?**
  - The University carefully reviews all potential new programs and ensures that they address market needs. Supporting the BAS will provide an avenue to meet the above mentioned goal and to also provide opportunities for professionals to advance in their careers. In addition, the BAS will contribute to workforce development and reduce the workforce shortage in the identified fields.

- **How does this program build upon the strengths of the institution?**
  - The multi-disciplinary approach of the BAS builds on the strength of existing programs. The BAS students program will come from different AAS programs and occupations. The program will use multiple strategies to encourage student interaction and collaboration. An interdisciplinary cohort will bring together a mix of professionals with diverse backgrounds that will broaden the knowledge of all and continue to promote existing collaboration. This practice is consistent with the University's focus on interprofessional education. Additionally, Indiana State has been a leader in delivering online degree completion programs in Indiana. The BAS takes advantage of our expertise in designing and delivering online education and serving online students.

b. State Rationale

- **How does this program address state priorities as reflected in *Reaching Higher, Achieving More*?**
  - Completion - This program is designed for both full-time and part-time undergraduate students with an AAS degree. The typical student will enter the program from the diverse disciplines. The Bachelor in Applied Sciences will require 60 post-associate degree undergraduate credit hours. The core courses consist of 39 credit hours. In addition, students

will have to complete the foundational studies courses requirement. Typically full-time students will be able to complete the program in two years.
- According to *Reaching Higher / Achieving More,* focusing on student success by creating efficient pathways and incentives for completion of degrees and certificates will assist the State in staying competitive with other States. The BAS will provide students with an applied associate degree in a health and technology professions a realistic opportunity to achieve a bachelor's degree. The program will be delivered completely online and students can enroll in the program as part-time or full-time students. Since the program is completely online, students can complete the program from anywhere in Indiana. The program will contribute to the challenge to double the number of college degrees and certificates produced by 2025.
- Productivity – the BAS uses existing courses already developed.

c. Evidence of Labor Market Need

i. National, State, or Regional Need

- **Is the program serving a national, state, or regional labor market need?**
  - The primary geographic region to be served by the ISU- BAS is Indiana and the Mid-western United States. The program meets an important health care and technology professional shortage. The identified professions are in demand and a bachelor degree will allow the students to advance in their careers, increase their income potential and meet Indiana's legislator requisite to increase the number of people with a bachelor's degree in Indiana.

ii. Preparation for Graduate Programs or Other Benefits

- **Does the program prepare students for graduate programs or provide other benefits to students besides preparation for entry into the labor market?**
  - This program is a Bachelor of Applied Science degree (BAS). The program will provide students with the foundation to pursue a graduate degree if they wish to continue their education. They will look at new and better ways to create health care delivery systems and address the industry technology needs.

iii. Summary of Indiana DWD and/or U.S. Department of Labor Data

- **Summarize the evidence of labor market demand for graduates of the program as gleaned from employment projections made by the Indiana Department of Workforce Development and/or the U.S. Department of Labor?**
  - According to the IvyTech Fall 2011 Fact Book, there were 11,005 students enrolled in the School of Health Sciences. In addition, there were 12,656 students enrolled in the School of Technology. All these graduates are potential students for the BAS. The total headcount for students enrolled in an AAS degree at IvyTech during Fall 2011 was 35,368.
  - For academic year 11-12 the Ivy Tech School of Health Sciences awarded 805 degrees and the School of Technology 1457. The number of students graduating from these fields has increased steadily.
  - According to *High-wage, High-demand Occupations 2008-2018* provided by the Indiana Department of Workforce Development (2012) the state of Indiana is projected to have an increase demand for health professionals.

- Long term occupational projections by the Indiana Department of Workforce Development (2012) indicate a growth of 15 to 20% for health care services providers/professionals and 12 to 26% for technical field managers.

iv. National, State, or Regional Studies

- **Summarize any national, state, or regional studies that address the labor market need for the program.**
  - There is an increase in demand for healthcare and technology professionals nationwide. With many healthcare and technology positions requiring a bachelor's degree nationwide, it becomes increasingly important to provide opportunities for individuals who have earned an associate degree to be able to pursue a degree while being able to continue to support their families. For example, the American Association for Respiratory Care is pushing to require a bachelor's degree.
  - Indiana currently ranks 43rd in the nation in the percentage of adults with a Bachelor's degree or higher. According to the State-Level Dashboard of Key Indicators: 2009-10 Update, degree completion is necessary to be competitive in the global economy. The goal is for Indiana to produce the equivalent of 10,000 additional Hoosier bachelor's degrees per year through 2025. This program will provide access to a bachelor's degree completion to professionals who currently have limited options.

v. Surveys of Employers or Students and Analyses of Job Postings

- **Summarize the results of any surveys of employers or students and analyses of job postings relevant to the program.**
  - Indiana State University conducted a survey of Indiana employers in March 2012 on their educational needs for new employees. Two-hundred eight employers responded. Of those responding, 76% stated that the specific college major was not critical for most jobs and that transferable skills were more important. The skills most in demand were, ethical decision making, problem solving, multi-tasking and getting along with co-workers. The Foundational Studies course requirements, in addition to the required courses in the program curriculum addresses the referred to skills. In addition, According to WorkOne (Indiana Department of Workforce Development, January 11, 2013) there were a large number of health sciences jobs available in Indiana that required a two year degree. With such a large number of job openings (over 700 health sciences related jobs), there will be a large demand for management positions. The management positions in these fields traditionally require a bachelor's degree.

3. Cost of and Support for the Program

a. **Costs**

i. Faculty and Staff

- Of the faculty and staff required to offer this program, how many are in place now and how many will need to be added (express both in terms of number of full- and part-time faculty and staff, as well as FTE faculty and staff)?
  - The program will utilize current faculty and staff from at least five different departments at ISU and two Colleges (the College of Nursing, Health, and Human Services and College of Technology).
  - The Department of Applied Health Sciences has 14 full–time faculty for the Health Sciences program. The College of Technology has approximately 50 faculty.

- The BAS program will require no new courses to be developed. The existing courses will be offered online as an additional section of current courses. The Extended Learning department will offer support for faculty adjuncts to assist in class delivery.

ii. Facilities

- **Summarize any impact offering this program will have on renovations of existing facilities, requests for new capital projects (including a reference to the institution's capital plan), or the leasing of new space.**
  - The program will use the existing Blackboard Learning Management system already in place at ISU to deliver distance education courses.

iii. Other Capital Costs (e.g. Equipment)

- **Summarize any impact offering this program will have on other capital costs, including purchase of equipment needed for the program.**
  - At this time we do not foresee that this program will have an impact in capital cost or purchasing of equipment.

b. Support

i. Nature of Support (New, Existing, or Reallocated)

- **Summarize what reallocation of resources has taken place to support this program.**
  - Faculty support will be provided through the Distance Education program. The program will also utilize current faculty and staff from at least five different departments at ISU and utilize available resources and faculty from the College of Nursing, Health, and Human Services and College of Technology.

- **What programs, if any, have been eliminated or downsized in order to provide resources for this program?**
  - No programs have been eliminated to provide resources for this program.

ii. Special Fees above Baseline Tuition

- **Summarize any special fees above baseline tuition that are needed to support this program.**
  - There are no program specific fees charged. All fees are the same as current programs.

4. <u>Similar and Related Programs</u>

a. **List of Programs and Degrees Conferred**

i. Similar Programs at Other Institutions

Campuses offering (on-campus or distance education) programs that are similar:

- Indiana University – Kokomo has submitted a proposal.

ii. Related Programs at the Proposing Institution

- B.S. in Health Sciences with five concentrations: Public Health, Health Administration, Health Psychology, Environmental Health, and School Health.
- M.S. in Health Sciences with two concentrations: Public Health and Public Health Nutrition.
- M.S. In Family and Consumer Sciences concentration Dietetics.
- B.S. in Coordinated Program in Dietetics.

- Nursing: B.S., M.S., and DNP programs.
- M.S. in Physician Assistant Studies
- The bachelor degree in Health Sciences at Indiana State University currently has more than 125 students enrolled and the M.S. in Health Sciences has over 25 students.
- 20 B.S. degree programs in College of Technology.
- 3 M.S. degree programs in College of Technology.
- 15 minors in College of Technology.
- 2 certificate programs in College of Technology.
- Ph.D. in Technology Management with 5 possible specializations.

b. List of Similar Programs Outside Indiana

- **If relevant, institutions outside Indiana (in contiguous states, MHEC states, or the nation, depending upon the nature of the proposed program) offering (on-campus or distance education) programs that are similar:**
    - Texas Woman's University, Northern Arizona University, Northwestern State University of Louisiana, Youngstown State University, Arizona State University, State College of Florida, Santa Fe College, University of Arkansas –FS, Missouri State University, Northern Arizona State University, Oregon Institute of Technology, University of Minnesota, University of Arkansas-Forth Smith.

- **For each articulation agreement, indicate how many of the associate degree credits will transfer and apply toward the baccalaureate program.**

Sixty credit hours will transfer and apply to the Indiana State University BAS in Health Services degree. The University faculty senate approved a Foundational Studies credit block for all students with an AAS degree admitted to the university. Categories to be completed at Indiana State University: Junior Level Composition (three credits), Ethics and Social Responsibility (three credits), three courses from the UDIE category (nine credits), and Literary Studies, Fine and Performing Arts, Historical Studies, Global Perspectives and Cultural Diversity (six – nine credits, depending on what courses have been transferred in on a course-by-course basis).

c. Collaboration with Similar or Related Programs on Other Campuses

- **Indicate any collaborative arrangements in place to support the program.**
    - At this point there are not collaborations with similar or related programs on other campuses. Two Colleges have worked to develop the BAS program. The university faculty approved a block Foundational Studies course requirement specifically to address the needs of students who earned an AAS enrolling in the BAS programs.

5. Quality and Other Aspects of the Program

a. Credit Hours Required/Time To Completion

- **Credit hours required for the program and how long a full-time student will need to complete the program**
  - Curriculum will include 60 post associate degree undergraduate credits.

Health Core Courses (39 credits)

AHS 220	-	Public Health Concepts	3 credit hours
AHS 340	-	Health Biostatistics	3 credit hours
AHS 341	-	Health Sciences Research Methods	3 credit hours
AHS 360	-	Epidemiology	3 credit hours
AHS 414	-	Health Promotion Planning	3 credit hours
AHS 416	-	Indiv, Comm, & General Safety Ed	3 credit hours
AHS 418	-	Health Program Evaluation	3 credit hours
AHS 444	-	Public Health Administration	3 credit hours
ACCT 200	-	Survey of Accounting	3 credit hours
FIN 200	-	Fundamentals of Finance	3 credit hours
MKTG 301	-	Introduction to Marketing	3 credit hours
MGT 301	-	Survey of Management	3 credit hours
HRD 420	-	Career Devel & Employee Appraisals	3 credit hours

Technology Core Courses (15 credits)

ECT 437	-	Industrial Computer Systems Management	3 credit hours
HRD 355	-	Work-Life Integration	3 credit hours
HRD 394	-	Occupational Liability and Safety	3 credit hours
HRD 468	-	Continuous Performance Improvement	3 credit hours
PKG 381	-	Environmental Issues in Packaging	3 credit hours
SFTY 212	-	Introduction to Industrial Health and Safety	3 credit hours
TMGT 429	-	Workplace Law for the Technical Manager	3 credit hours
TMGT 478	-	Industrial Organization and Functions	3 credit hours
TMGT 492	-	Industrial Supervision	3 credit hours

Specialization Courses (24 credits)

Minor/Concentration and electives 24 credits

Foundational Studies Courses

Categories to be completed at Indiana State University:

1. Junior Level Composition (three credits)
2. Ethics and Social Responsibility (three credits)
3. Three courses from the UDIE category (nine credits)
4. Literary Studies, Fine and Performing Arts, Historical Studies, Global Perspectives and Cultural Diversity (6.0-9.0 credits, depending on what courses have been transferred in on a course-by-course basis)

Total 60 credit hours

b. Exceeding the Standard Expectation of Credit Hours

- **If the associate or baccalaureate degree program exceeds 60 or 120 semester credit hours, respectively, summarize the reason for exceeding this standard expectation.**
  - N/A

c. Program Competencies or Learning Outcomes

- **List the significant competencies or learning outcomes that students completing this program are expected to master.**
  - The program outcomes for the BAS program include health services students' ability to:
    - Communicate and collaborate with other health professionals as part of a comprehensive team
    - Provide sensitive care to diverse racial, ethnic, gender, religious, and other social groups by integrating basic principles of ethics and cultural sensitivity within all professional and interpersonal activities;
    - Assess individual and community needs for health programs
    - Plan effective health programs
    - Implement health programs
    - Evaluate effectiveness of health programs
    - Demonstrate competency in oral, written and electronic modes of communication

  - The Technology students' will be able to:
    - Apply relevant theories and knowledge to analyze and solve real world situations and problems
    - Integrate the technical and academic disciplines studied to establish a holistic view of the world
    - Find and evaluate information using technology such as the internet, online libraries and databases to assist in personal and career decision-making
    - Prepare and deliver effective oral presentations
    - Produce effective written communications in both long and short formats
    - Effect productive interpersonal communications

d. Assessment

- **Summarize how the institution intends to assess students with respect to mastery of program competencies or learning outcomes.**
  - The University programs extensively reviews student outcomes. These evaluation procedures will be applied to the BAS program and include: student course evaluation; peer faculty evaluations; student evaluation of learning resources, support, advising, and distance education and technology; exit surveys; student satisfaction; and alumni surveys. Student retention and graduation rates are compiled and analyzed annually. All these procedures are necessary to provide extensive ongoing evaluation that express competency, achievement, and areas of recommended changes.
  - Evaluation forms will be adapted to include specific BAS program outcomes. Department faculty will review evaluation results and make necessary curriculum changes. This process will

enable the program to reflect on and discuss the overall quality of the students learning experience and to identify strategies (curricular and co-curricular) for program improvement.

e. Licensure and Certification

Graduates of this program will be prepared to earn the following:

- **State License:**
- **National Professional Certifications (including the bodies issuing the certification):**
- **Third-Party Industry Certifications (including the bodies issuing the certification):**
  - Currently there are no licensures or certifications incorporated.

f. Placement of Graduates

- **Please describe the principle occupations and industries, in which the majority of graduates are expected to find employment.**
  - Clinics, hospitals, public health clinics, non-profit agencies, school districts, private industry and Veterans Administration are some of the potential employers for graduates in the Health area. Graduates of the program will look at new and better ways to create health care delivery systems meeting the needs of their particular communities. Graduates in the Technology field will be from a variety of positions and backgrounds, thus will be employed in a wide variety of business and industry positions throughout the state.

g. Accreditation

- **Accrediting body from which accreditation will be sought and the timetable for achieving accreditation**.
  - There is no specific accreditation body for BAS program.

6. <u>Projected Headcount and FTE Enrollments and Degrees Conferred</u>

- **Report headcount and FTE enrollment and degrees conferred data in a manner consistent with the Commission's Student Information System**
  - See table 1
- **Report a table for each campus or off-campus location at which the program will be offered.**
- **If the program is offered at more than one campus or off-campus location, a summary table, which reports the total headcount and FTE enrollments and degrees conferred across all locations, should be provided.**
- **Round the FTE enrollments to the nearest whole number**
- **If the program will take more than five years to be fully implemented and to reach steady state, report additional years of projections.**

- **Degree Conferred**
  - Students who complete the program will be awarded the Bachelor of Applied Science.

7. References

Indiana Department of Workforce Development (2012). *High-wage, high-demand occupations 2006-2016.* Retrieved from http://www.hoosierdata.in.gov/dpage.asp?id=60&page_path=&path_id=&menu_level=smenu1&panel_number=2&view_number=2

Indiana Department of Workforce Development, Research and Analysis (2012). *Long term occupational projections.* Retrieved from http://www.hoosierdata.in.gov/dpage.asp?id=39&view_number=2&menu_level=smenu4&panel_number=2

Indiana State University. (2008). *Special emphasis self-study*. Retrieved from http://irt2.indstate.edu/nca2010/assets/pdf/se/SETalkingPoints.pdf

U.S. Bureau of Labor Statistics (2012). *Occupational Outlook Handbook*, 2011-10 edition. Retrieved from http://www.bls.gov/oco/ocos066.htm#outlook

Table 1 **Projected Headcounts and FTE Enrollments**

Campus: Indiana State University

Program: Bachelor of Applied Sciences in Health Services

Date: September 26, 2012

	Total Year 1 FY 2014-2015	Total Year 2 FY 2015-2016	Total Year 3 FY 2016-2017	Total Year 4 FY 2017-2018	Total Year 5 FY 2017-2018
A. FULL-TIME EQUIVALENTS (FTE's)					
1. FTE's generated by Full-Time Students	10	20	20	20	20
2. FTE's generated by Part-Time Students	20	30	40	40	40
TOTAL	40	50	60	60	60
B. PROGRAM MAJORS (HEADCOUNT)					
1. Full-time students	10	20	20	20	20
2. Part-time students	40	60	80	80	80
TOTAL	50	80	100	100	100
C. PROGRAM COMPLETIONS	0	10	30	40	40

CHE Code: 12-XX
Campus Code: XXXX
County: Vigo
Degree Level: Bachelor
CIP Code: Federal – 30.9999; State – 30.9999