

Revised 05/08/2009

PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: Bachelor of Science in Allied Health

Initiating Unit or Individual: College of Allied Health Sciences _____

Contact Person's Name: Ellen Haneline e-mail: haneline@ferris.edu phone: x2269

Date or Term of Proposal Implementation: Fall, 2010

Group I - A – New degree/major or major, redirection of a current offering, or elimination of a degree, major or minor

Group I - B – New minors or concentrations

Group II - A – Minor curriculum clean-up and course changes

Group II - B – New Course

Group III - Certificates

Group IV – Off-Campus Programs

Group/Individual	Signature	Date	Vote/Action *
Program Faculty			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Department Faculty			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Department Head			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
College Curriculum Committee	<i>Barbara Boss</i>		<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
College Faculty	<i>Ellen Haneline</i>	2/8/10	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Dean	<i>Ellen Haneline</i>	2/8/10	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
University Curriculum Committee	<i>[Signature]</i>	2/24/10	<input checked="" type="checkbox"/> Support 7-0 <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Senate	<i>Stephen Duffin ph</i>	3/2/2010	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Academic Affairs	<i>Donald Flecken</i>	3/2/10	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support

* Support with Concerns or Not Support must include a list of specific concerns. Votes must be shown for faculty groups. Administrators check appropriate action taken.

To be completed by Academic Affairs	<u>4-9-10</u>	<u>4-16-10</u>
President (Date Approved)	Board of Trustees (Date Approved)	President's Council (Date Approved)

1. Proposal Summary

(Summary is generally less than one page. Briefly: state what is proposed with a summary of rationale and highlights. Additional rationale may be attached.)

The Bachelor of Science in Allied Health is being proposed as a completion degree for graduates of associate degrees in the various allied health disciplines where there is no discipline specific bachelors degree available. The curriculum is designed as a “+2” degree allowing students to transfer 60 credits of professional coursework into the degree. In addition to the professional coursework, students will be required to complete the general education requirements for a bachelor of science degree at the university, and a minimum of 31 credits of additional upper level coursework from Ferris State University. The program will be offered off-campus and on-line to accommodate the needs of adult learners in sites other than Big Rapids. There is a growing demand for a bachelor’s completion program as evidenced by the 4-5 calls per week (requesting a program) that are being received by the off campus offices.

2. Summary of All Course Action Required*

a. Newly Created Courses to FSU:

Prefix	Number	Title
CAHS	499	Capstone Project
CAHS	471	Special Topics in Health Care

b. Courses to be Deleted From FSU Catalog:

Prefix	Number	Title
None		

c. Existing Course(s) to be Modified:

Prefix	Number	Title
None		

d. Addition of existing FSU courses to program

Prefix	Number	Title
COMM	105	Interpersonal Communication
COMM	121	Fundamentals of Public Speaking
COMM	221	Small Group Decision Making
ENGL	150	English 1
ENGL	250	English 2
ENGL	321	Advanced Composition
MATH	115	Intermediate Algebra
CCHS	315	Epidemiology and Statistics
CAHS	351	Gerontology for the Health Care Provider
CAHS	352	Health and Physical Aspects of Aging
CAHS	353	Health Care for Older Adults
CAHS	354	Contemporary Policies, Issues and Trends in Aging
PHIL	320	Biomedical Ethics
SOCY	340	Minority Groups in America
ACCT	201	Accounting 1
HCSA	202	Health Care Law 1
HCSA	210	Health Care Finance 1
CAHS	300	Health Care Information Systems
HCSA	310	Health Care Finance 2
HCSA	336	Health Care Supervisory Practices

HCSA	225	International Health Care
HCSA	326	Health Care Personnel Practices
HCSA	460	Principles of Long Term Care
CAHS	317	Public Health
HCSA	410	Health Care Finance 3
HCSA	402	Health Care Law 2

e. Removal of existing FSU courses from program

Prefix	Number	Title
None		

3. Summary of All Consultations

Form Sent (B or C)	Date Sent	Responding Dept.	Date Received & from Whom
B	10/07/09	Humanities	10/07/09-Grant Snider
B	10/07/09	Lang and Literature	10/26/09-Nate Garrelts
B	10/7/09	Mathematics	10/16/09-Kirk Weller
B	10/7/09	Cl. Lab, Resp Care & Health Admin.	10/7/09-Greg Zimmerman
B	10/7/09	Nursing	10/6/09-Julie Coon
B	10/7/09	Social Sciences	no response as of 11/18/09
B	10/7/09	Accountancy, Finance And Information Systems	10/21/09-Jim Woolen
C	10/7/09	FLITE	10/12/09-Allison Konieczny

4. Will External Accreditation be Sought? (For new programs or certificates only)

_____ Yes _____x_____ No (none available)

If yes, name the organization involved with accreditation for this program.

5. Program Checksheets affected by this proposal.

None

Outcomes Statement and Assessment Plan:

The bachelor's of science in allied health will prepare students to:

1. apply previously learned knowledge to the completion of a project within their specialization
2. identify trends in health care

Assessment Plan:

Goal/objective	Evaluation method	Evaluation period	Responsible party
95% of the students will demonstrate the ability to apply previously learned knowledge	Project	At the completion of CAHS 499	Course instructor
95% of the students will be able to identify future trends in health care	Paper	At the conclusion of CAHS 471	Course instructor

Ferris State University
Preliminary Curriculum Approval Form

Directions: This form should be completed using 11-point font or larger, and should be no longer than six pages (excluding the signature/comment pages). For purposes of expediting the preliminary approval process, forms may be forwarded electronically by the initiator and from one administrative level to another.

Name(s) of proposal initiator(s):	Bachelor of Science in Allied Health
Department(s)/College(s):	College of Allied Health Sciences

Type of curriculum change (check one)

<input checked="" type="checkbox"/>	New degree/major
<input type="checkbox"/>	New minor requiring new courses/resources
<input type="checkbox"/>	New concentration in existing degree program
<input type="checkbox"/>	Curricular customization of existing program for off-campus cohort group
<input type="checkbox"/>	New certificate requiring 3 or more new courses and/or new resources
<input type="checkbox"/>	Existing program redirection or shift in emphasis if 3 or more new courses and/or new resources are required

1. Name of degree, major, concentration, certificate, or minor. Briefly describe the curriculum plan/template. *The Bachelor of Science in Allied Health is being proposed as a completion degree for graduates of associate degrees in the various allied health disciplines where there is no discipline specific bachelors degree available. The curriculum is designed as a "+2" degree allowing students to transfer 60 credits of professional coursework into the degree. In addition to the professional coursework, students will be required to complete the general education requirements for a bachelor of science degree at the university, the College of Allied Health Science core courses and a minimum of 15 credits of additional upper level coursework from Ferris State University.*
2. Target date for implementation. Fall 2010
3. Briefly explain the rationale for this initiative. If the initiative involves customization of an existing program for delivery to an off-campus cohort group, also explain the nature of the proposed curricular customization. *This curriculum is being designed to meet the needs of students who are practicing allied health professionals and who require a bachelors degree to progress in their careers. The program will be offered off-campus and on-line to accommodate the needs of adult learners in sites other than Big Rapids. There is a growing demand for a bachelor's completion program as evidenced by the 4-5 calls per week that are being received by the off-campus sites.*
4. Are there similar programs at other Michigan universities? If so, where? What is the enrollment in the other programs?*The following Michigan universities offer similar programs: Grand Valley State University: a BS program that prepares students for entry into other allied health professions such as physical therapy, physician assistant and occupational therap. Students are required to have a major in one of the various health care programs offered by the university and is not similar to the program at Ferris that requires the student to have completed the field education prior to entry. Oakland University has a +2 program identical to that proposed by this proposal. It has been designed specifically for graduates*

of the 2-year allied health programs at Macomb Community College. The third Michigan university to offer a related degree is the University of Detroit Mercy whose program is designed to meet the needs of practicing professionals.

5. Briefly explain any similarities of the proposed initiative (program objectives and/or curriculum) with already established FSU or KCAD programs: *Although the proposed program will utilize courses already in place in the Health Care Systems Administration its intent is not similar to that program. The Health Care Systems Administration program is designed to prepare individuals for practice in a wide variety of health care settings while the proposed program's intent is to prepare individuals with a broader understanding of the health care system and the ability to integrate service in selected areas of health care.*
6. Briefly describe indicators of the employment market for students completing this initiative, including sources used for employment information/data. *According to the Bureau of Labor statistics, individuals who possess both a professional certification in one of the allied health professions and a bachelor's degree face higher job prospects than do those with the associate degree alone. Additionally, graduate surveys received from graduates of the various associate degree programs within the college indicate that a bachelor's degree is needed if they are to become supervisors or managers within their clinical departments.*
7. Briefly describe indicators of potential student interest/demand for the new initiative, including sources used for student market information/data. *Throughout the past 9 months, the various offices of the College of Professional and Technological Studies have received 4-5 calls weekly requesting information about this degree. There has been no attempt to market this concept to students currently enrolled in the associate degrees within the college.*
8. To what extent will this initiative draw new students to FSU or KCAD? To what extent will it draw students from existing programs? *This degree will draw students to FSU in the off campus sites, however, it is not anticipated that it will draw students to either the Big Rapids campus or the campus of Kendall. It is not expected to draw students from existing programs.*
9. Approximately how many students are expected to enroll?
 __30 in the first year? __100 after three years?
10. At which FSU campuses/regional centers or other sites will the initiative be offered? *Grand Rapids, Lansing, Delta College, Dowagiac, Traverse City, Flint*
11. Will Internet or other distance learning technology be used for course/program delivery? Describe. *The College of Allied Health Sciences Core courses and the professional level requirements will be offered on-line as will many of the general education courses. These courses are already designed for on-line delivery.*

Complete questions 12, 13, 14 in consultation with department head/chair and/or dean.

12. Provide a rough estimate of the resources needed to implement the initiative:

	Start-up	After Three Years
Supply and expense	\$1500	\$1500
Equipment	\$0	\$0
Full-time faculty	\$0	\$0
Overload/adjunct faculty	\$6300	12,600
Other	0	0

Estimate of Library Resources	x Adequate	Some new resources needed	Significant number of resources needed
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13. Project the resources that could come from reallocation within the department or college and the new resources that would be required. *Supply and expense budget will be supplied by the College of Professional and Technological Studies; support for on-line instruction from the provost's office; student support will be supplied by the Colleges of Allied Health Sciences and Professional and Technological Studies.*

14. Are there new space needs? If so, how much? How would the space be used? Has existing space been identified? If so, where? Is renovation/remodeling necessary? *No new space is required. Because this is an on-line program, there is no space required for instruction. Student support personnel are housed within the colleges and will require no new space.*

15. Is there professional accreditation for the program? Is it required or voluntary? Will accreditation be sought, and when? What will be the one-time and ongoing costs of accreditation? *There is no professional accreditation for the program.*

16. Has there been preliminary discussion with other departments/colleges that will be involved in course/program delivery? If yes, what was the feedback? *There has been discussion with the dean of the College of Professional and Technological Studies and the regional director for Southeastern Michigan. Both are highly supportive of the proposal.*

Department Head/Chair's signature: Ellen J. Haneline
 Date 9/2/09

If this is an interdepartmental initiative, include additional Department Head/Chair signatures

Comments:

Dean's or KCAD President's signature:

_____ Date _____

- For cross-college initiatives, include additional signature(s) of Dean(s)
- For KCAD initiatives, include KCAD President's signature
- For existing FSU-Big Rapids programs customized for off-campus delivery to a cohort group, include College and UCEL Deans' signatures

Comments:

Vice President for Academic Affairs' signature:

_____ Date 8-11-09
or Chancellor/VP of FSU/GR's signature

Approved Approval indicates permission to develop the full proposal. It does not assure final approval.

Comments and/or suggestions:

Not approved

Explanation:

- c. Initiator(s)
Department Head/Chair(s)
Deans' Council and KCAD President
FSU University Curriculum Council
FSU Academic Senate and KCAD Senate
VPAA or Chancellor/VP of FSU/GR
FSU Intranet

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Proposed degree/program: Bachelor of Science in Allied Health Science

Program description. General information:

The Bachelor of Science in Allied Health is being proposed as a completion degree for graduates of associate degrees in the various allied health disciplines where there is no discipline specific bachelors degree available. Graduates of the program will be able to pursue positions that require a bachelor's degree as the entry level. In addition, they will be prepared to enter graduate programs to pursue alternative career paths such as education.

To be admitted to the program, students must have a previously earned associate degree in a health specialty from an accredited college or university or be enrolled within an associate degree program within the College of Allied Health Sciences, and a cumulative gpa of 2.5. Students who wish to continue in the program will be required to maintain a cumulative gpa of 2.5 and earn a minimum of a "C" grade in each of the courses completed at Ferris State University.

There will be no waiting lists for the program, two additional courses are being proposed for the new curriculum. They will be taught as demand warrants. There are no required uniforms, tools, protective devices, or required travel to learning sites. Students will learn to use no specialized equipment.


The curriculum includes courses completed during the associate degree, completion of all required general education courses specified by the university, the College of Allied Health Sciences upper level core requirements and 14 credits of allied health electives. The curriculum has been designed to allow students to pursue different avenues during their degree completion: a certificate in gerontology; a broad general exposure to health care management; specialization in health care finance; or a specialization in personnel practices in health care.



COLLEGE OF ALLIED HEALTH SCIENCES

February 5, 2010

TO: Members of the University Curriculum Committee

FROM: Ellen Haneline, Dean 

RE: Bachelor of Science in Allied Health degree

With this memo, I am providing response to the concerns expressed about the proposed bachelor of science in Allied Health degree. The concerns come primarily from faculty members in the Health Care Systems/Health Information programs. I will respond to the individual concerns separately. However, before responding to the concerns I would like to address the false statements made in the memo from Cindy Konrad, Marcy Parry and Marie Sickelsteel.

In the Konrad/Parry/Sickelsteel memo it states that the idea for this degree was presented to the Health Care Systems Administration (HCSA) faculty during the summer, 2009. In fact, I asked the faculty to review their curriculum with an eye to making it more transfer friendly. As stated, they did that and concluded that it was not feasible. Therefore, I proceeded with the development of the currently proposed degree. They also state that there was insufficient time to discuss the degree before a vote was taken. The curriculum was placed before the faculty at their meeting on Tuesday, January 26, and discussed for approximately 20 minutes. At that time, Ms. Konrad made a motion to table the discussion until a future meeting. After discussion, the motion to table failed. There was a motion made to vote on the proposal, a second and the motion to approve the proposed curriculum carried with a vote of 21 (72%) support, 4 (13%) support with concerns and 5 (17%) not support. There were no abstentions. With a majority of the faculty in support, the proposal is being submitted to the Undergraduate Curriculum Council for consideration. I would add that at the college curriculum committee level, there was unanimous support for the proposal.

To address expressed concerns:

1. The degree is not designed to provide entry into a specific degree. RESPONSE: That is absolutely true. This degree was designed to provide opportunity for individuals, especially graduates of community college allied health programs, to earn a bachelor's degree with a health care emphasis. There has been high demand among our community college partners for us to develop such a degree.
2. The written admission requirements for this degree are found on page 10 "to be admitted to the program, students must have previously earned an associate degree in a health specialty from an accredited college or university or be enrolled within an associate degree program within the College of Allied Health Sciences, a cumulative gpa of 2.5". I am unable to see the objection when the criteria are

clearly stated. It is true that nothing prevents students from taking the majority of the courses that lead to the degree, but that is also true of the HCSA degree or many others within the university.

3. The concern about advising is also one that I cannot understand. Students enrolled off campus will be assigned to one of the two off-campus advisors for academic advising. Students enrolled on campus will be advised by the advising assistant in the college.

4. The degree will be housed in the Dental Hygiene and Medical Imaging department. The department head will assign responsibility for course development and teaching to faculty within either the department or seek volunteers from among the faculty in the college. Because this degree is, as is noted in the memo from the faculty, broad and generic there is no one group of faculty who alone possess the knowledge to teach the two courses that need to be developed for the degree.

5. This argument has no merit...the degree does meet the needs of the students by offering a degree program option that meets their need for a bachelor's degree. I take exception to the statement that the degree will not hold students to a standard of excellence. This is particularly interesting since the coursework with the exception of the capstone and the current trends course are already in existence and offered through the programs offered by the college.

6. The proposed degree offers students another option for degree completion. It may be in competition with the HCSA degree, however, it should be noted that efforts to introduce the HCSA degree to students at Delta College, Lansing Community College, MidMichigan Community College, Northwestern Community College, and Macomb Community College have not been successful because the students are not willing to complete the 60 additional credits needed for the HCSA degree in addition to the credits earned during the completion of their associates degree. The curriculum for the HCSA degree is not friendly to transfer students. The proposed degree provides an opportunity for the university to meet the needs of prospective students and is in line with the philosophy of the university.

7. While it is true that the proposed degree does contain the option for students to elect to complete several of the courses required in the HCSA degree, there is no way to control or predict which of the options for elective courses the student may complete. The degree that is granted will not be the HCSA degree and should not confuse any employer who elects to have the employee submit a completed transcript.

8. The HCSA degree should be commended for the strength of its offering and the internship requirement. The proposed degree will, in no way, lessen the value of the internship required by the HCSA program.

Re: Allied Health Sciences, Bachelors Degree (AHS, BS)

I voted yes with concerns for the AHS BS degree because I am concerned about what value it has for my students. If imaging science (Radiography, Sonography, Nuclear Medicine) students would like to go on to a Masters Degree program they will be served best by earning a degree in science because masters degree programs in imaging sciences are geared towards research or advanced practitioner positions. If an imaging student is looking to earn a BS degree to be promoted within the healthcare system I believe the current Health Care Systems Administration (HCSA) program is a better preparation for those positions. I am concerned that even with good advising, students will chose this degree because it is an easier route rather than looking at what the degree will add to their preparation for the workplace. Although it is true some employers will promote a healthcare worker with any Bachelor Degree I feel the College of Allied Health should give our students the very best preparation possible and I'm not sure what this degree will prepare my students for. This degree may be of value for other Allied Health students that I am less knowledgeable about.

Michele Weemaes, MS RDMS RVT

FSU DMS, Program Coordinator



Ellen J Haneline/FSU
01/29/2010 01:13 PM

To Marilyn Skrocki/FSU@FERRIS
cc
bcc
Subject Re: BS Allied Health - if voted- "Support w/concerns" - we need your comments

'Let me see if I can answer your questions in the text below

Ellen Haneline, Ph.D.
Dean College of Allied Health Sciences
Ferris State University
Big Rapids, MI 49307
231.591.2269
Marilyn Skrocki/FSU

Marilyn Skrocki/FSU
01/29/2010 01:02 PM

To Kathy M Hotz/FSU@Ferris
cc Ellen J Haneline/FSU@FERRIS
Subject Re: BS Allied Health - if voted- "Support w/concerns" - we need your comments

Ellen,

Although I see a genuine need for a Bachelor of Science in Allied Health for those off-campus working adults that are already employed, who may get a raise by earning a generic bachelor degree, I am concerned that this new degree will be considered an 'easy out' with a program change for those on-campus Health Care Systems Administration students who do not want to partake in a rigorous internship program. If I understand the proposal correctly, a student could apply for the College of Allied Health Sciences Associates of Applied Sciences after completing 60 credits toward their bachelor's in HCSA, with a program change, to the generic bachelor degree and finish up their program on-line (without an internship). This statement is not clear to me. If the student is currently a dual degree student, already enrolled in one of the current associate degree programs that is correct. If the student is enrolled in the CAHS AAS, they could also apply to the BS in CAHS, but I don't really understand why a student would make a switch after completing 60 hours in the HCSA program to avoid the internship because they have completed the majority of the courses and it would not be to their benefit to go into the generic BS degree. If that occurs, what is the job market for those students who are not currently employed in a clinical area? Frankly, there is none. This program, as I said, was not designed to give people a specific job path (this is very difficult for many people because we have been so focused on "jobs"), it is designed to either give individuals a BS degree as a stepping stone to a MS degree or it is designed to give opportunity for those who are currently enrolled to gain another step on the pay scale in their institution. We have numerous individuals who simply say that they have been told that they need a bachelors degree to stay employed and not that they needed a specific BS degree. This is an attempt to meet the market demand and stay viable.

One additional concern I see, is because there are so many HCSA courses in the program (9), employers may assume students completed the HCSA degree (Ferris' 2+2

program) when they didn't. Their degree will not be in HCSA, if they are looking at the number of courses that an individual completed, it is also probable that they will be looking at the degree earned. If employers are not as impressed with graduates of the generic program, it may diminish the good reputation of the HCSA program throughout the state. This is true but not something that we can control. While gathering information for a prior APRC submission, one of the areas (supported by research opinions from employers and graduates) that positively differentiates our HCSA program from other colleges in Michigan is our internship requirement. This is a very strong component of the HCSA degree but again the BS CAHS is not the HCSA degree and is not intended to substitute for it.

Therefore, I remain, Supportive of the program, with concerns.

Marilyn Skrocki JD,MBA
Ferris State University
Assistant Professor
Health Care Systems Administration

Kathy M Hotz/FSU



Kathy M Hotz/FSU
01/27/2010 03:51 PM

To
cc

Subject BS Allied Health - if voted- "Support w/concerns" - we need your comments

If you voted "Support with concerns" on the BS in Allied Health at yesterday's College Meeting, please submit your concerns to me or Ellen no later than Tuesday, Feb 1. We need to include those in the proposal when it goes forward.

Thanks

Kathy Hotz
Administrative Secretary to the Dean
College of Allied Health Sciences
Ferris State University
200 Ferris Drive
Big Rapids, MI 49307
231.591.2342
231.591.3788 (fax)

To: University Curriculum Committee

From: Cindy Konrad, Marcy Parry, Marie Sickelsteel

Date: February 3, 2010

Subject: Bachelor of Science in Allied Health Degree

The following is a list of concerns of the faculty that did not support (voted no) the proposal for the Bachelor of Science in Allied Health on January 26, 2010.

A brief history of this degree and the faculty meeting:

1. The idea for this degree was presented to the Health Care Systems Administration (HCSA) faculty in summer of 2009. After a subcommittee researched the idea it was brought back to the full HCSA faculty and deemed not suitable as a quality degree from Ferris State University.
2. On Friday January 22, 2010 an email was sent to all CAHS faculty with the agenda for the faculty meeting for January 26, 2010 including an attachment for the new degree. This was the first we had heard of its existence.
3. At the faculty meeting there was insufficient time permitted for discussion of the degree before a vote was taken.

Concerns about this degree:

1. This degree appears to offer monetary value to the university rather than to provide educational value to the student. It is not designed to provide entrée' for an entry-level position yet students may perceive that it does have that value.
2. The written admission requirements for this degree do not match the limited discussion comments in the faculty meeting. **This degree is touted as a degree for in-place health care workers with an associates' degree in health care** (which could have educational value) yet the admission requirements do not state that. Nothing prevents students pursuing an associate's degree in health care from taking the majority of courses that lead to this bachelor degree.
3. Students could take all but 11 hours of this bachelor degree without acceptance into the degree. Without acceptance into the degree, students would not have a designated advisor, thus students would be self-advising for a significant portion of the degree.
 - This is not good education. Any potential value that could be gained by coordinated course selection is lost.
4. An advocate does not exist for this degree. There appears to be no plan for designated faculty to teach, advise or develop the new courses for this degree.

5. This degree lowers the College of Allied Health Sciences standards to meet the needs of the students rather than holding onto the standards of excellence required of all our graduates.
6. This degree has the potential to be in direct competition with the current HCSA degree given the stated admission requirements.
7. This degree could be confusing to employers as our current HCSA degree has gained a positive reputation in the health care field. The new degree contains many HCSA courses, thus, employers may not understand this and believe the person has the more rigorous degree. This would damage the straight HCSA degrees reputation.
8. FSU HCSA interns/students are frequently compared to interns/students from other universities, including graduate students. The FSU HCSA interns/students receive a higher ranking than the students from the other universities, thus, concluding that FSU HCSA interns/students are well prepared for healthcare jobs and they are an asset to any health care organization.

We acknowledge that many working employees in the health care field are recognizing a need to earn a bachelor degree to supplement their associate degree. The evolving nature of our field requires higher-level degrees to retain employment or to secure promotions. We believe that Ferris can offer a degree to serve this workplace market, while not competing with existing degrees, if it is properly developed and marketed. The following recommendations would support proper development and marketing.

Recommendations:

1. Modify the admission requirements to clearly identify the intended market, i.e., in-place health care workers with a health care associate degree and appropriate licensure and/or registration.
2. Identify a plan for designated tenure or tenure-track faculty to advise, teach and develop the new courses.


Therese E Harper/FSU

02/02/2010 04:53 PM

To Kathy M Hotz/FSU@Ferris

cc

bcc

Subject Re: BS Allied Health - if you voted against - please send comments 

No Vote Explanation:

1. Uncertainty with the target group for this degree and appropriateness of degree- Is it for those seeking a Master degree or is it for those requiring a bachelor degree at their place of employment? These are different groups requiring different preparation. Those seeking a Master degree would be better prepared with the HCSA degree, not the BS degree.
2. The BS degree offers a bachelor degree with a large number of HCSA courses as electives, yet without the internship component, and with fewer credits necessary. While advising will help students identify which degree is best for them, students may perceive the BS program as the fast track for an HCSA degree. Likewise, there may be confusion by employers about the value of this degree.
3. There is not a clearly articulated home for this degree in the College.

Therese Harper BSN, CRRN, MSCTE
Health Care Systems Administration Faculty
HCSA Program Coordinator
Ferris State University
VFS 428
200 Ferris Drive
Big Rapids, MI 49307
PH: 231-591-2279
Email: harpert@ferris.edu

CURRICULUM CONSULTATION FORM

To be completed by each department affected by the proposed change, new degree, new program, new minor, or new course. Potential duplication of coursework is reason for consultation.

1. This completed form must be forwarded with the proposal to the chair/head of the department to be consulted.
2. The department must respond within 20 calendar days of receipt of this form to insure inclusion in the final proposal. The completed form is returned to the initiator and inserted into the proposal.

Failure to respond is interpreted as support for the proposal.

3. The Proposing Department must address any concerns raised by the department. This response will be in writing and be included in the proposal following the consultation form.

RE: Proposal Title Bachelors in Allied Health

Initiator(s): Ellen Haneline

Proposal Contact: Grant Snider **Date Sent:** 10/6/09

Department: Humanities **Campus Address:** _____
(Please print)

Responding Department: Humanities

Chair/Head/Coordinator: _____ **Date Returned:** _____

Based upon department faculty review on 10/7/09(date), we

- Support the above proposal.
- Support the above proposal with the modifications and concerns listed below.
- Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on scheduling, room assignments, faculty load, and prerequisites for your department. Use additional pages, if necessary.

PHIL 320 is offered every semester and often online, so barring any huge increase in demand, we should be OK.

CURRICULUM CONSULTATION FORM

To be completed by each department affected by the proposed change, new degree, new program, new minor, or new course. Potential duplication of coursework is reason for consultation.

1. This completed form must be forwarded with the proposal to the chairhead of the department to be consulted.
2. The department must respond within 20 calendar days of receipt of this form to insure inclusion in the final proposal. The completed form is returned to the initiator and inserted into the proposal.

Failure to respond is interpreted as support for the proposal.

3. The Proposing Department must address any concerns raised by the department. The response will be in writing and be included in the proposal following the consultation form.

RE: Proposal Title Bachelor's in Allied Health

Initiator(s): <u>Ellen Handline</u>
Proposal Contact: <u>Julie Coon</u> Date Sent: <u>10/6/09</u>
Department: <u>Nursing</u> Campus Address: <u>VFS 400A</u> (Please print)

Responding Department: <u>School of Nursing</u>
Chair/Head/Coordinator: <u>Julie A. Coon</u> Date Returned: <u>October 16, 2009</u>

Based upon department faculty review on Oct. 16, 2009 (date), we

- Support the above proposal. 10-0
- Support the above proposal with the modifications and concerns listed below.
- Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on scheduling, room assignments, faculty load, and prerequisites for your department. Use additional pages, if necessary.

CURRICULUM CONSULTATION FORM

To be completed by each department affected by the proposed change, new degree, new program, new minor, or new course. Potential duplication of coursework is reason for consultation.

1. This completed form must be forwarded with the proposal to the chairhead of the department to be consulted.
2. The department must respond within 20 calendar days of receipt of this form to insure inclusion in the final proposal. The completed form is returned to the initiator and inserted into the proposal.

Failure to respond is interpreted as support for the proposal.

3. The Proposing Department must address any concerns raised by the department. The response will be in writing and be included in the proposal following the consultation form.

RE: Proposal Title Bachelor's in Allied Health

Initiator(s): Ellen Handline

Proposal Contact: Julia Coon Date Sent: 10/6/09

Department: Nursing Campus Address: VFS 400A
(Please print)

Responding Department: School of Nursing

Chair/Head/Coordinator: Julia A. Coon Date Returned: October 16, 2009

Based upon department faculty review on Oct. 16, 2009 (date), we

- Support the above proposal. 10-0
- Support the above proposal with the modifications and concerns listed below.
- Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on scheduling, room assignments, faculty load, and prerequisites for your department. Use additional pages, if necessary.

CURRICULUM CONSULTATION FORM

To be completed by each department affected by the proposed change, new degree, new program, new minor, or new course. Potential duplication of coursework is reason for consultation.

1. This completed form must be forwarded with the proposal to the chair/head of the department to be consulted.
2. The department must respond within 20 calendar days of receipt of this form to insure inclusion in the final proposal. The completed form is returned to the initiator and inserted into the proposal.

Failure to respond is interpreted as support for the proposal.

3. The Proposing Department must address any concerns raised by the department. This response will be in writing and be included in the proposal following the consultation form.

RE: Proposal Title Bachelor's in Allied Health

Initiator(s): Elen Haneline

Proposal Contact: Greg Zimmerman Date Sent: 10/6/09

Department: Clinical Lab, Respiratory, Health Systems Campus Address: _____
(Please print)

Responding Department: Clinical Laboratory, Respiratory, Health Administration

Chair/Head/Coordinator: _____ Date Returned: 10/7/2009

Based upon department faculty review on _____ (date), we

- Support the above proposal.
 Support the above proposal with the modifications and concerns listed below.
 Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on scheduling, room assignments, faculty load, and prerequisites for your department. Use additional pages, if necessary.

Most obvious impact of this proposal would be direct competition with the current BS in Health Care Services Administration program offered through the CAHS with the proposed program providing an advantage for students seeking degree completion in fewer credits and shorter timeframe overall. An additional impact may be experienced in stretching available resources such as faculty workload. Neither of these should prevent this proposal from being approved and moving forward.

CURRICULUM CONSULTATION FORM

To be completed by each department affected by the proposed change, new degree, new program, new minor, or new course. Potential duplication of coursework is reason for consultation.

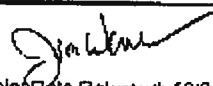
1. This completed form must be forwarded with the proposal to the chair/head of the department to be consulted.
2. The department must respond within 20 calendar days of receipt of this form to insure inclusion in the final proposal. The completed form is returned to the initiator and inserted into the proposal.

Failure to respond is interpreted as support for the proposal.

3. The Proposing Department must address any concerns raised by the department. This response will be in writing and be included in the proposal following the consultation form.

RE: Proposal Title Bachelor's in Allied Health

Initiator(s): <u>Ellen Haneline</u>
Proposal Contact: <u>Jim Woolen</u> Date Sent: <u>10/8/09</u>
Department: <u>Accountancy, Finance, Information Systems</u> Campus Address: _____ (Please print)

Responding Department: <u>AFIS</u> 
Chair/Head/Coordinator: <u>Dr. Jim Woolen</u> Date Returned: <u>10/21/2009</u>

Based upon department faculty review on 10/20/2009(date), we

- Support the above proposal.
- Support the above proposal with the modifications and concerns listed below.
- Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on scheduling, room assignments, faculty load, and prerequisites for your department. Use additional pages, if necessary.

Need to know how many students might be coming to campus for ACCT 201.

CURRICULUM CONSULTATION FORM


To be completed by each department affected by the proposed change, new degree, new program, new minor, or new course. Potential duplication of coursework is reason for consultation.

1. This completed form must be forwarded with the proposal to the chair/head of the department to be consulted.
2. The department must respond within 20 calendar days of receipt of this form to insure inclusion in the final proposal. The completed form is returned to the initiator and inserted into the proposal.

Failure to respond is interpreted as support for the proposal.

3. The Proposing Department must address any concerns raised by the department. This response will be in writing and be included in the proposal following the consultation form.

RE: Proposal Title Bachelor's in Allied Health

Initiator(s): <u>Ellen Henelice</u>
Proposal Contact: <u>Kirk Weller</u>  Date Sent: <u>10/6/09</u>
Department: <u>Mathematics</u> Campus Address: <u>ASC 2021</u> (Please print)

Responding Department: <u>Mathematics</u>
Chair/Head/Coordinator: <u>Weller</u> Date Returned: <u>10/16/09</u>

Based upon department faculty review on 10/16/09 (date), we

- Support the above proposal.
- Support the above proposal with the modifications and concerns listed below.
- Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on scheduling, room assignments, faculty load, and prerequisites for your department. Use additional pages, if necessary.

MATH 115 is fine, but you could also add MATH 117 as an option. Both courses require MATH 110 (or its equivalent) as a prerequisite. Since MATH 117 is a terminal course, mathematics faculty who teach this course feel less pressure about content coverage. In addition, MATH 117 includes a number of topics that might be more useful to allied health students than algebra alone.

CURRICULUM CONSULTATION FORM

To be completed by each department affected by the proposed change, new degree, new program, new minor, or new course. Potential duplication of coursework is reason for consultation.

1. This completed form must be forwarded with the proposal to the chair/head of the department to be consulted.
2. The department must respond within 20 calendar days of receipt of this form to insure inclusion in the final proposal. The completed form is returned to the initiator and inserted into the proposal.

Failure to respond is interpreted as support for the proposal.

3. The Proposing Department must address any concerns raised by the department. This response will be in writing and be included in the proposal following the consultation form.

RE: Proposal Title: Bachelor's in Allied Health

Initiator(s): Ellen Haneline

Proposal Contact: Ellen Haneline **Date Sent:** 10/6/09

Department: College of Allied Health Sciences **Campus Address:** 200 Ferris Drive, VFS 209
(Please print)

Responding Department: Languages and Literature

Chair/Head/Coordinator: Nate Garrelts **Date Returned:** 10/26/09

Based upon department faculty review on 10/20/09, we voted 22-0-1 to:

- Support the above proposal.
- Support the above proposal with the modifications and concerns listed below.
- Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on scheduling, room assignments, faculty load, and prerequisites for your department. Use additional pages, if necessary.



COLLEGE OF ALLIED HEALTH SCIENCES

November 18, 2009

TO: Dr. Kirk Weller, Department Head Mathematics
FROM: Dr. Ellen Haneline, Dean- College of Allied Health Sciences
RE: Concerns raised as a result of your department's review of curriculum proposal

Thank you for your careful review of the curriculum proposal for the Bachelor of Science degree in Allied Health Sciences. On your form B, you suggested that we consider adding MATH 117 as an option for students to complete their mathematics requirement. After discussion, we determined that although MATH 117 does fulfill the general education requirement, the preferable course is MATH 115. Many of the students who have expressed interest in the degree are utilizing it as a platform for entry into graduate school in areas such as Public Health Administration, Health Care Administration, Health Informatics or several of the other more specific areas. After investigation of the entrance requirements for sample graduate programs in those areas, we determined that the background afforded the student through completion of MATH 115 is more advantageous for the students.

Should a student opt to complete MATH 117, we would not require that they complete MATH 115 in addition.



COLLEGE OF ALLIED HEALTH SCIENCES

November 18, 2009

TO: Dr. Jim Woolen, Department Head-Accountancy, Finance and Information Systems
FROM: Dr. Ellen Haneline, Dean-College of Allied Health Sciences
RE: Concerns expressed as a result of your department's review of curriculum proposal

Thank you for your careful review of the curriculum proposal for the Bachelor of Science degree in Allied Health Sciences. On the form B, you asked about the number of students that might be coming to campus to complete ACCT 201. Because this is a degree designed primarily for off-campus students who will not be coming to campus to complete degree requirements, the impact upon the enrollment in ACCT 201 caused by this degree implementation is expected to be negligible. I would anticipate that there would be no more than an additional 20 students per year that may enroll on campus.

FORM D-proposed

FERRIS STATE UNIVERSITY COLLEGE OF ALLIED HEALTH SCIENCES

Bachelor of Science Degree- Allied Health

REQUIRED	ASSOCIATES DEGREE IN A HEALTH AREA (50 CR.)	CR.
	COMPLETED AS A PART OF ASSOCIATE DEGREE REQUIREMENTS	50
GENERAL EDUCATION (41)		
COMMUNICATION COMPETENCE – 12 Credits Required		
COMM 105 OR COMM 121 or COMM 221	Interpersonal Communication OR Fundamentals of Public Speaking or Small Group Decision Making	3
ENGL 150	English 1	3
ENGL 250	English 2	3
ENGL 321	Advanced Composition	3
SCIENTIFIC UNDERSTANDING -8 Credits Required		8
QUANTITATIVE SKILLS – 3 Credits Required		
MATH 115	Intermediate Algebra or ACT Math subscore of 24	3
CULTURAL ENRICHMENT – 9 Credits Required		
Select three courses from the following subject areas: ARTH, ARTS, FREN, GERM, HIST, HUMN, LITR, MUSI, SPAN, THTR. One course must be at the 200 level or above. One must meet global awareness requirement		
SOCIAL AWARENESS – 9 CREDITS REQUIRED		
Select three courses, one course must be at the 200 level above. One must meet race, ethnicity and gender requirement.		
ALLIED HEALTH CORE – (31 CR)		
CCHS 315	Epidemiology and Statistics	3
CAHS 499	Capstone project	8
CAHS 471	Trends in Health Care	3
CAHS 300	Health Care Information Systems	3
Electives	Select from the following:	14 cr.
CAHS 351	Gerontology for the Health Care Provider	3
CAHS 352	Health and Physical Aspects of Aging	3
CAHS 353	Health Care for Older Adults	3
CAHS 354	Contemporary Policies, Issues and Trends in Aging	3
PHIL 320	Biomedical Ethics	3
SOCY 340	Minority Groups in America	3
ACCT 201	Accounting 1	3
HCSA 202	Health Care Law 1	3
HCSA 210	Health Care Finance 1	3
HCSA 310	Health Care Finance 2	3
HCSA 336	Health Care Supervisory Practices	3
HCSA 225	International Health Care	3

HCSA 326	Health Care Personnel Practices	3
HCSA 460	Principles of Long Term Care	3
CAHS 317	Public Health	2
HCSA 410	Health Care Finance 3	4
HCSA 402	Health Care Law 2	3
HCSA 475	Practice Management	3

The student will be required to complete additional credit hours to fulfill the graduation requirement of 122 semester hours.

Term by term plan for students. The curriculum plan below is an estimation of the time that a student will require to complete the courses. Because this curriculum is developed for part-time, working adults the actual schedule will vary depending upon the circumstances of the student's work schedule, the frequency with which courses are offered and the desires of the student. It should, therefore, be considered to be advisory.

Semester 1			Semester 2		
ENGL 321	Advanced Composition	3	CAHS 300	Health Care Information Sys.	3
CAHS 315	Epidemiology and Statistics	3	Cultural Enrichment elective		3
Social Awareness elective		3	General electives		6
General elective		3			
		12			12
Semester 3			Semester 4		
Directed elective		9	Social Awareness elective		3
General elective		3	Cultural enrichment elective		3
			Directed electives		3
			Elective		4
		12			13

Semester 5		
CAHS 471	Trends in Health Care	3
Directed elective		2
CAHS 499	Capstone project	8
		13

NEW COURSE INFORMATION FORM

Course Identification:

Prefix:	Number	Title
CCHS	471	Trends in Health Care

Course Description:

This course is designed to enable the student to develop an understanding of and appreciation for the developing trends in health care both within and outside of their particular specialty. Students will be required to perform an in-depth analysis of one current trend in addition to a study of the socioeconomic, scientific and political forces that impact health care in the United States. Pre-requisite: program enrollment

Course Outcomes and Assessment Plan:

The course will:

1. identify emergent trends in health care on a local, state, national and international level
2. expand the students' knowledge of current trends in health care
3. require that students perform an in-depth analysis of a current trend

Student learning in the course will be assessed as follows:

Outcomes	Method	Criteria for success
Student will be able to identify emergent trends in health care	Weekly journal entry	90% of the students will be able to document emergent trends in health care in a weekly journal entry as reflected by documentation of a minimum of one new trend or revision of previously identified trend
Student will be able to discuss current trends in health care	Response to discussion questions or participation in discussion groups	90% of the students will respond to discussion questions with substantive contributions as measured by an average grade of 10 on the grading rubric
Student will be able to complete indepth analysis of one current trend in health care	Paper	90% of the students will document mid to high level analysis of at least one current trend in health care through preparation of a paper as measured by grading rubric. Students will earn a grade of 20 or more on the grading rubric

Course Outline including Time Allocation: This is a seminar course during which students will complete the following activities simultaneously. It is expected that each of the following activities will be ongoing throughout the semester, therefore 15 hours has been assigned to each.

Identification of trends -15 hrs.

Discussion of trends-15 hours

Analysis of trends- 15 hours

CREATE NEW COURSE

Course Data Entry Form

FORM F

Create New Course

Rev. 07/23/07

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

1. Complete each item in Section I and Section II.
2. If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): 201008 Examples: 200801(Spring), 200805(Summer), 200808(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. PROPOSED FOR NEW COURSE: Complete all sections a through r, See manual for clarification.

- a. Course Prefix CAHS b. Number 471 c. Enter Contact Hours per week in boxes.
LECTure LAB INDEpendent Study – Check (x)
Practicum: Seminar: 3
- d. Course Title: Trends in Health Care (Limit to 30 characters/spaces.)
- e. College Code: AH f. Department Code: CRHA
Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.
- g. Type: Variable x Fixed h. Minimum Credit Hours 3 i. Maximum Credit Hours 3.
- j. May Be Repeated for Added Credit: Check (x) Yes x No
- k. Levels: Check (x) x Undergraduate Graduate Professional
- l. Grade Method: Check (x) x Normal Grading Credit/No Credit only (Pass/Fail)
- m. Does proposed new course replace an equivalent course? Check (x) Yes x No
- n. Equivalent course: Prefix Number See instructions on Replacement courses.


CATALOG DESCRIPTION -- Limit to 75 words – PLEASE BE CONCISE.

This course is designed to enable the student to develop an understanding of and appreciation for the developing trends in health care both within and outside of their particular specialty. Students will be required to perform an indepth analysis of one current trend in addition to a study of the socioeconomic, scientific and political forces that impact health care in the United States.

p. Term(s) Offered: Fall, Spring, Summer (See instructions for listing.) q. Max. Section Enrollment: 30

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces. Enrollment in the program

UCO Chair Signature/Date:

 2/24/10

Academic Affairs Approval Signature/Date:

 3/12/10

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

Office of the Registrar use ONLY

Date Rec'd: ____ Date Completed: ____ Entered: SCACRSE __ SCADETL __ SCARRES __ SCAPREQ __

FORM E

NEW COURSE INFORMATION FORM

Course Identification:

Prefix:	Number	Title
CCHS	499	Capstone Project

Course Description:

The capstone project is the final course in the program. During the course, the student will utilize past knowledge to identify a project, investigate possible solutions and make a final proposal for implementation. Pre-requisite: enrollment in the program

Course Outcomes and Assessment Plan:

The course will prepare students to:

1. Utilize previously learned information in the development of a solution to an identified need
2. Conduct investigations to determine need
3. Make a professional presentation

Student learning in the course will be assessed as follows:

Outcomes	Method	Criteria for success
Student will be able to conduct investigations to determine need	Needs assessment Library Research	90% of the students will be able to determine a need within their specialty area
Student will be able to utilize previously learned information in the development of a solution to an identified need	Project proposal	90% of the students will be able to develop a proposal to address identified need
Student will be able to make a professional presentation	Presentation	90% of the students will be able to make a professional presentation pertaining to their project proposal

Course Outline including Time Allocation:

Needs assessment techniques (surveys, interviews, observations); performance of needs assessment -40 hours
 Proposal Development – 48 hours
 Presentation (development, strategies and implementation)- 32 hours

CREATE NEW COURSE

Course Data Entry Form

FORM F

Create New Course

Rev. 07/23/07

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes

3. Complete each item in Section I and Section II.

4. If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): 201008 Examples: 200801(Spring), 200805(Summer), 200808(Fall)

Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. PROPOSED FOR NEW COURSE: Complete all sections a through r. See manual for clarification.

a. Course Prefix

CAHS

b. Number

499

c. Enter Contact Hours per week in boxes.

LECTure LAB INDEPENDENT Study – Check (x)

Practicum: Seminar: 8

d. Course Title: Capstone Project (Limit to 30 characters/spaces.)

e. College Code: AH

f. Department Code: CRHA

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: Variable x Fixed h. Minimum Credit Hours 8 i. Maximum Credit Hours 8

j. May Be Repeated for Added Credit: Check (x) Yes x No

k. Levels: Check (x) x Undergraduate Graduate Professional

l. Grade Method: Check (x) x Normal Grading Credit/No Credit only (Pass/Fail)

m. Does proposed new course replace an equivalent course? Check (x) Yes x No

n. Equivalent course: Prefix Number See instructions on Replacement courses.

CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

The capstone project is the final course in the program. During the course, the student will utilize past knowledge to identify a project, investigate possible solutions and make a final proposal for implementation.

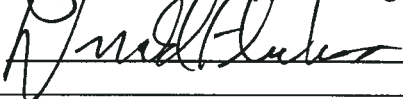
p. Term(s) Offered: Fall, Spring, Summer (See instructions for listing.) q. Max. Section Enrollment: 30

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces. Program enrollment

UCC Chair Signature/Date:

 2/24/10

Academic Affairs Approval Signature/Date:

 3/2/10

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

Office of the Registrar use ONLY

Date Rec'd: ___ Date Completed: ___ Entered: SCACRSE ___ SCADETL ___ SCARRES ___ SCAPREQ ___

Special emphasis within degree:

The curriculum has been designed to allow students to pursue different avenues during their degree completion: a certificate in gerontology; a broad general exposure to health care management; specialization in health care finance; or a specialization in personnel practices in health care.

Other Considerations: None

Expected implementation date: Fall, 2010

Articulation: The proposed degree will build upon already established articulation agreements between the College of Allied Health Sciences and numerous community colleges within the state of Michigan. Once the degree has been approved, articulation will be sought for the program with Grand Rapids Community College, Delta College, C.S. Mott College, Southwest Michigan College, Northwest Michigan College, North Central Community College, Alpena Community College, MidMichigan Community College and West Shore Community College. As demands increase, other articulation agreements will be sought.

Accreditation: There is no accreditation available for this program.

Licensure/Certification: There is no licensure/certification available for graduates of this program.

Need for proposed degree/program:

1. **Offerings by neighboring institutions:** The following Michigan universities offer similar programs: Grand Valley State University: a BS program that prepares students for entry into other allied health professions such as physical therapy, physician assistant and occupational therapy. Students are required to have a major in one of the various health care programs offered by the university and is not similar to the program at Ferris that requires the student to have completed the field education prior to entry. Oakland University has a +2 program identical to that proposed by this proposal. It has been designed specifically for graduates of the 2-year allied health programs at Macomb Community College. Saginaw Valley State University and the University of Detroit Mercy both offer a related degree that is designed to meet the needs of practicing professionals.

Relationship to current university programs: The bachelors degree in allied health sciences' curriculum is closely aligned with that of the bachelors degree in Health Care Systems Administration. It allows students to select courses from the Health Care Systems Administration program's curriculum in fulfillment of the elective requirements. Enrollment in the Health Care Systems Administration program has grown steadily during the past three years to a current enrollment of 367 students (on and off campus combined). It is expected that the currently proposed program will reduce the numbers of students enrolled in the Health Care Systems Administration program at the off campus sites because it is more user friendly to working adults. Existing curriculum in the Health Care Systems Administration program is very focused and does an excellent job of preparing graduates for a role in management, supervision and leadership of health care agencies and facilities. However, it does not provide an opportunity for an individual to utilize the majority of credits that they have already earned in a health field in fulfillment of degree requirements and has become increasingly unattractive to prospective students.

Compile data collected regarding demand by employers, profession, industry:

Expected number of majors:

In year 1-30; year 3-100; year 5-120 students will be enrolled. Graduates by year 3 will number 50 and by year 5-120. These estimates are based upon the proposer's experiences with off campus programming and data compiled by the College of Professional and Technological Studies office staff that indicates that 200-300 people inquire about this degree on an annual basis. The usual ratio of inquiries to registrants for health programming is one enrollee for each five inquiries. Because this is a program offered to working adults, the graduation rate is lower than for full-time on-campus students.

Number of undergraduate majors (for laddered and graduate programs only). The following information is based only upon information from Ferris graduates from the allied health programs:
Number of declared majors for three preceding years in anticipated feeder associates programs:
Number of graduates for three preceding years.

Year	Program	Enrolled	Graduated
2004-2005	Respiratory Care	51	14
	Radiography	94	47
	Diagnostic Medical Sonography	33	12
2005-2006	Respiratory Care	102	26
	Radiography	80	41
	Diagnostic Medical Sonography	30	4
2006-2007	Respiratory Care	135	42
	Radiography	70	40
	Diagnostic Medical Sonography	26	14

Data is not available for programs other than Ferris' however, the average size of Respiratory Care programs in the state is 24; of Radiography 20; and of Diagnostic Medical Sonography 12. There are 7 other Respiratory Care programs in Michigan with a potential for 168 graduates; 13 other Radiography programs for a potential of 260 graduates and 9 other Diagnostic Medical Sonography programs with a potential of 108 graduates on an annual basis. The program's target audience, however, is not newly graduated health care professionals, but rather health care practitioners who have experience and desire to upgrade their position or as a stepping stone for graduate school. Inquiries received by the regional offices of CPTS average 5 per week which would indicate that there are approximately 250 prospective students interested in the program at this time.

Existing/additional support and resources:

Faculty: Courses will be taught by existing faculty and/or adjunct faculty members. At the onset of the program, there will be no additional faculty resources required. However, if the program reaches or exceeds the expected potential, faculty loads will be shifted from instruction in the Health Care Systems Administration program to the Bachelors in Allied Health Sciences program.

Facilities: Courses will be taught in existing classroom space and/or on-line and therefore will not require additional facilities

Library Resources: Library resources are adequate to meet the needs of the program.

FORM C
Rev. 07/27/07

FLITE SERVICES CONSULTATION FORM

To be completed by the liaison librarian and approved by the Dean of FLITE. All returned forms should be included in the proposal. FLITE must respond within 20 calendar days of receipt of this form to insure that the form is included in the final proposal.

FAILURE TO RESPOND IS CONSIDERED AS SUPPORT OF THE CHANGE.

RE: Proposal Title: Bachelor's in Allied Health

Projected number of students per year affected by proposed change: 50

Initiator(s): <u>Ellen Handline</u>
Proposal Contact: <u>Allison Konieczny</u> Date Sent: <u>10/6/09</u>
Department: <u>FLITE</u> Campus Address: <u>FLITE</u> (Please print)

Liaison Librarian Signature: <u>Allison Konieczny</u> Date: <u>10-12-09</u>
Dean of FLITE Signature: <u>Debra M. Mungen</u> Date Returned: <u>10-12-09</u>

Based upon our review on _____ (date), FLITE concludes that:

- Library resources to support the proposed curriculum change are currently available.
- Additional Library resources are needed but can be obtained from current funds.
- Support, but significant additional Library funds/resources are required in the amount of \$ _____.
- Does not support the proposal for reasons listed below.

Comment regarding the impact this proposal will have on library resources, collection development, programs, etc. Use additional pages if necessary.

Courses added to create program have many library resources available to support the curriculum.

Equipment, computers: There are no additional computers or pieces of equipment necessary for the proposed program.

Budget Implications of Curriculum Changes:

Proposed revenue from curriculum: The following is based upon the assumption that there will be 24 students enrolled in each course and that the tuition will remain stable at \$315/cr. hour and is therefore somewhat conservative. Instructor salary is calculated at the overload rate of \$75/contact hour with the assumption that the courses will be taught primarily by adjunct faculty or on an overload basis. If taught in-load, the cost will vary according to faculty pay rate.

Revenue from tuition	\$235,104
Cost of instruction- faculty salaries	-\$40,050
Cost of instruction- adjunct faculty benefits and travel reimbursement	-\$10,000
Miscellaneous supply and expense cost	-\$2250 (\$250 per course)
Net revenue per cohort of 24 students	\$182,804

End-of-Program Outcomes and Outcomes Assessment Plan:

Outcomes Statement and Assessment Plan:

The bachelor's of science in allied health will prepare students to:

1. advance in their chosen specialty
2. apply previously learned knowledge to the completion of a project within their specialization
3. identify trends in health care
4. possess the requisite degree to apply to graduate school

Assessment Plan:


Goal/objective	Evaluation method	Evaluation period	Responsible party
50% of the graduates will seek and obtain employment in a position that has more responsibility/higher pay than the position held at the time of enrollment in the program	Graduate survey	1 year following graduation	Off campus coordinator
95% of the students will demonstrate the ability to apply previously learned knowledge	Project	At the completion of CAHS 499	Course instructor
95% of the students will be able to identify future trends in health care	Paper	At the conclusion of CAHS 471	Course instructor
10% of the graduates will be enrolled in a masters program	Graduate survey	1 year following graduation	Off campus coordinator

Program Marketing and Recruitment

The program will be marketed through the College of Professional and Technological Studies. Information about the program will be located on the websites of both the College of Allied Health Sciences and the College of Professional and Technological Studies, off-campus advisors for all programs within the College of Allied Health Sciences will appraise prospective students and academic advisors at community college partners of the program's existence.



Leonard Johnson/FSU
02/16/2010 11:48 AM

To Ellen J Haneline/FSU@FERRIS
cc Ronald A McKean/FSU@FERRIS, Thomas W
Hollen/FSU@FERRIS, Sandra L Alspach/FSU@FERRIS,
Leonard Johnson/FSU@Ferris, Andrew L
bcc
Subject Re: Bachelor of Science in Allied Health 

Hi Ellen

That is the first time someone addressed concerns before I had a chance to send out an email! Thanks. I'll let you know if there are any other changes needed on this proposal.

Just a heads up on another proposal, though...We also received a proposal to create a new degree in Energy Systems Engineering from the College of Technology. That proposal calls for the addition of a new course to be offered by your college, CAHS 208 Environmental Regulations 1. CAHS 208 will need to be approved before we'll be able to act on that proposal. Any help you might provide in expediting the creation of CAHS 208 would be greatly appreciated!

Thanks.

Leonard

Leonard R. Johnson, Ph.D
Professor of Education and Chair,
Strategic Planning and Resources Council
University Curriculum Committee
Ferris State University
1349 Cramer Circle
Big Rapids, Michigan 49307
(231) 591-2134
<http://www.ferris.edu/education/education>

Ellen J Haneline/FSU



Ellen J Haneline/FSU
02/16/2010 10:37 AM

To Leonard Johnson/FSU@Ferris
cc
Subject Bachelor of Science in Allied Health

Hi Leonard,

Don Flickinger shared the minutes from your meeting on Monday and I noted that there were several concerns about the BS in AHS degree. Hopefully, I can address those with this memo and the changes that are made in the attached document.

As I read the document, your concerns were:

1. There is no CAHS 316- you are correct, I mistyped the course number, it is actually CAHS 317, a course that was formerly EHSM 317 but whose course designator was changed on 3/31/09 (effective this semester) to CAHS 317. I don't believe it should be an issue because it was recently redone.

2. CAHS 447 (actually CAHS 477) and CAHS 499 needing prerequisites. I modified the Forms E and F to show that the prerequisite is enrollment in the program.
3. Concern about the program outcomes. I deleted the 2 as you suggested. Our thought in their inclusion was to be able to measure the efficacy of the program in preparing students for their future...but this requires assessment at a point beyond the end of the program. Although they are not stated in the curriculum document, it will be valuable information for us as we move forward.

Please let me know if this addresses the concerns of the UCC.

Thanks.

Ellen

[attachment "BS in Allied Health proposal -final doc 11-09.docx" deleted by Leonard Johnson/FSU]

Ellen Haneline, Ph.D.
Dean College of Allied Health Sciences
Ferris State University
Big Rapids, MI 49307
231.591.2269

To: University Curriculum Committee

From: Cindy Konrad, Marcy Parry, Marie Sickelsteel

Date: February 3, 2010

Subject: Bachelor of Science in Allied Health Degree

The following is a list of concerns of the faculty that did not support (voted no) the proposal for the Bachelor of Science in Allied Health on January 26, 2010.

A brief history of this degree and the faculty meeting:

1. The idea for this degree was presented to the Health Care Systems Administration (HCSA) faculty in summer of 2009. After a subcommittee researched the idea it was brought back to the full HCSA faculty and deemed not suitable as a quality degree from Ferris State University.
2. On Friday January 22, 2010 an email was sent to all CAHS faculty with the agenda for the faculty meeting for January 26, 2010 including an attachment for the new degree. This was the first we had heard of its existence.
3. At the faculty meeting there was insufficient time permitted for discussion of the degree before a vote was taken.

Concerns about this degree:

1. This degree appears to offer monetary value to the university rather than to provide educational value to the student. It is not designed to provide entrée' for an entry-level position yet students may perceive that it does have that value.
2. The written admission requirements for this degree do not match the limited discussion comments in the faculty meeting. **This degree is touted as a degree for in-place health care workers with an associates' degree in health care** (which could have educational value) yet the admission requirements do not state that. Nothing prevents students pursuing an associate's degree in health care from taking the majority of courses that lead to this bachelor degree.
3. Students could take all but 11 hours of this bachelor degree without acceptance into the degree. Without acceptance into the degree, students would not have a designated advisor, thus students would be self-advising for a significant portion of the degree.
 - This is not good education. Any potential value that could be gained by coordinated course selection is lost.
4. An advocate does not exist for this degree. There appears to be no plan for designated faculty to teach, advise or develop the new courses for this degree.

5. This degree lowers the College of Allied Health Sciences standards to meet the needs of the students rather than holding onto the standards of excellence required of all our graduates.
6. This degree has the potential to be in direct competition with the current HCSA degree given the stated admission requirements.
7. This degree could be confusing to employers as our current HCSA degree has gained a positive reputation in the health care field. The new degree contains many HCSA courses, thus, employers may not understand this and believe the person has the more rigorous degree. This would damage the straight HCSA degrees reputation.
8. FSU HCSA interns/students are frequently compared to interns/students from other universities, including graduate students. The FSU HCSA interns/students receive a higher ranking than the students from the other universities, thus, concluding that FSU HCSA interns/students are well prepared for healthcare jobs and they are an asset to any health care organization.

We acknowledge that many working employees in the health care field are recognizing a need to earn a bachelor degree to supplement their associate degree. The evolving nature of our field requires higher-level degrees to retain employment or to secure promotions. We believe that Ferris can offer a degree to serve this workplace market, while not competing with existing degrees, if it is properly developed and marketed. The following recommendations would support proper development and marketing.

Recommendations:

1. Modify the admission requirements to clearly identify the intended market, i.e., in-place health care workers with a health care associate degree and appropriate licensure and/or registration.
2. Identify a plan for designated tenure or tenure-track faculty to advise, teach and develop the new courses.

April 9, 2010

3m.4. Bachelor of Science in Allied Health

Moved by **Trustee Snead**, supported by **Trustee Walz**, and **unanimously carried** that the Ferris State University Board of Trustees hereby approves the following Resolution:

RESOLUTION

WHEREAS, the College of Allied Health Sciences proposes to offer a Bachelor of Science in Allied Health degree program; and,

WHEREAS, this degree program is being proposed as a completion degree for graduates of Associate degrees in the various allied health disciplines where there is no discipline-specific Bachelor of Science degree available; and,

WHEREAS, the curriculum is designed as a “+2” degree, allowing students to transfer 60 credits of professional coursework into the degree; and,

WHEREAS, in addition to the professional coursework, students will be required to complete the general education requirements for a Bachelor of Science degree at the University, and a minimum of 31 credits of additional upper level coursework from Ferris State University; and,

WHEREAS, the program will be offered mainly off-campus and online to accommodate the needs of adult learners in sites other than Big Rapids, but it will also be available to main campus students; and,

WHEREAS, the curriculum for the Bachelor of Science in Allied Health degree program has been reviewed and recommended for approval by the University Curriculum Committee, the Academic Senate and the Provost and Vice President for Academic Affairs; and,

WHEREAS, Board of Trustees’ approval is required to establish this new degree, pursuant to Board-approved *Academic Affairs – Programming Responsibilities* policies, Section 3-201(1).

NOW THEREFORE BE IT RESOLVED that the Board of Trustees hereby approves the establishment of the Bachelor of Science in Allied Health degree program, as of the Fall 2010 semester.