### New Degree Summary Proposal (White Paper)

**Degree Name:** Bachelor’s of Applied Sciences in Health Science  
**Department:** Healthcare Diagnostics and Therapeutics  
**College:** Health Sciences

1. **Strategic alignment.** Cite specific examples of how the program aligns to the DSU strategic plan, mission, and goals. Are there aspects that make the proposed program unique or enable it to stand out from similar programs? How?

   **Response:**
   This program is designed to help students who have graduated with a healthcare related associate of science (AS) or associate of applied science degree (AAS) complete their baccalaureate degree at Dixie State University, and potentially enter one of the incoming graduate programs here as well. This program will be 100% online with the option to use elective courses for required prerequisite courses for the student’s preferred graduate program. We will include upper division courses in communication, population health, health psychology, healthcare administration, professional writing, economics, biostatistics, epidemiology, leadership methods, and research methods, among others, and include credit for work in their professional field.

   This program aligns with the mission of Dixie State by providing a rigorous learning environment and enriching the professional and personal lives of its students. This program fits with the strategic plan of DSU by improving student retention and allowing AS/AAS students to continue their education at DSU. It broadens and enhances academic programs with new technology, new teaching methods, and new opportunities for both faculty and students.

2. **External demand.** What need(s) will this program help fulfill for our DSU footprint and stakeholders in Washington County? What impact would the program have on existing programs in the state? Bordering states? Justify how projected employment opportunities are reasonable. Include both local and national statistics on potential employment of graduates. Justify how the program will meet projected future demand, growth, and economic trends. How?

   **Response:**
   Demand for this degree is increasing from students, graduates, and facilities in the area. Anticipated enrollment would be estimated at 1%-2% of total graduates within USHE institutions. As word spreads we anticipate this to grow quickly.

   Throughout the region there are many allied health programs that culminate in an associates of science (AS) or applied associate of science (AAS) degree. These programs typically matriculate cohorts of 10-25 students annually. Programs include, but are not limited to:
   - Nursing (RN or LPN),
   - Physical Therapist Assistant (PTA),
   - Radiologic Technologist ([RT(R)],
   - Respiratory Therapy (RT),
Medical Laboratory Technician (MLT),
Surgical Technologist (CST),
Emergency Medical Services (EMT/Paramedic)

Schools under the jurisdiction of the Utah System of Higher Education (Dixie State University, Weber State University, Utah State University, and Salt Lake Community College) each graduate more than 300 students annually in these programs. In the surrounding areas, closest to Utah, such as Southern Idaho, and Southern Nevada, schools graduate approximately 300 additional students in these AS programs. Many proprietary schools in the same region also offer these programs.

Many of these students use the associates’ degree programs as stepping stones to enter into the healthcare field, continuing on to additional degrees at the undergraduate and graduate level. With the cost of education steadily increasing, many of these students will choose to work in their field while finishing their education. Currently, there is no option for these students to continue their education at Dixie State University. Instead, they choose to attend other universities offering more options. This program would allow these graduates to work in their field, gaining valuable experience, while continuing their education at Dixie State, through an online degree that would then qualify them to move on to graduate school if so desired. For those that do not choose graduate school, they would be able to use the BSHS to move into leadership positions in their fields.

Job promotion in these fields is highly dependent on formal education. Those that would like to move forward in their careers must achieve higher degrees, and those that want to attend graduate programs must complete a baccalaureate program that includes specific pre-requisite courses. This Bachelor of Applied Science in Health Sciences program allows students to complete the program online and use graduate school prerequisites as electives in the program, qualifying them for graduate school admission.

According to the Bureau of Labor Statistics*, “Employment of healthcare occupations is projected to grow 19 percent from 2014 to 2024, much faster than the average for all occupations, adding about 2.3 million new jobs. Healthcare occupations will add more jobs than any other group of occupations.” Leadership and management positions within these professions are expected to increase at a similar rate.

3. **Internal demand.** What is the enrollment and graduation outlook over the next two, five and ten years? State compelling evidence of student demand at the county, state, national, international levels. Are there other DSU programs (including GE) that will rely on this program for instruction and support? Are there other internal demand factors this program will help meet?

Response:

*Demand for this degree is increasing from students, graduates, and facilities in the area. Anticipated enrollment would be 1%-2% of total graduates within USHE institutions. As word spreads we anticipate this to grow quickly. DSU graduates approximately 100 students with allied health AS/AAS degrees each year. Other schools under the jurisdiction of the Utah System of Higher Education (Weber State University, Utah State University, and Salt Lake Community College) each graduate more than 300 students annually in these degrees. In the surrounding metropolitan areas closest to Utah, such as Southern Idaho, and Southern Nevada, schools graduate approximately 300 additional students. Many proprietary schools in the same regions also offer these AS/AAS degrees.*
Coursework for this degree will include many courses already taught at DSU. It will include upper division courses in communication, population health, health psychology, healthcare administration, professional writing, economics, biostatistics, epidemiology, leadership methods, and research methods, among others, and include credit for work in their professional field. Many of the courses taught at DSU are currently face to face only, and will need to be moved to an online format.

This program may compete with our new degrees in population health and healthcare administration. However, with this being a completely online option I don’t anticipate this issue. Direct monetary costs to DSU will include faculty qualified to teach the courses, which we have, and those in online education, which is an area currently being addressed by the Center for Teaching and Learning. With the additional tuition from this program, as well as the fees for online courses, we feel this would allow additional hiring and training of quality faculty.

This program will give us the option of keeping healthcare students at DSU for 4 years, and longer for those that choose a graduate program on campus, such as the incoming PT, OT, PA, or Genetic Counseling. Currently, the large majority of these students transfer to other schools, once they complete associate degrees here at DSU.

4. **Quality/Costs of the program/Future costs.** What costs will be incurred over the next two, five, and ten years? What will be the cost per student credit hour? Justify how the costs and budgets will be sustainable for potential future program growth and expansion? Are there adequate plans for student support/assistantships? Will the current and future faculty be able to deliver a quality program? To support and appropriately instruct the projected student enrollment? Why? What are the credentials and reputation of the faculty? Are there adequate equipment, facilities (research space), & library resources? Is the proposed administration for the program appropriate and adequate? What other factors will influence quality?

Response:
Direct monetary costs to DSU will include faculty qualified to teach the courses, which we have, and those in online education, which is an area currently being addressed by the Center for Teaching and Learning. With the additional tuition and fees from this program, as well as the fees for online courses, we feel this would allow additional hiring and training of quality faculty, utilizing quality technology to ensure a highly valued and rigorous program.

5. **Revenue and other resources generated by the program.** What revenues (tuition, grants, other) will this program generate in two, five, and ten years? What kind of grants are anticipated? Is there adequate support for research grants? Other sources of revenue?

Response: Revenues will stem from tuition and fees from students, however with the nature of the program, a future curriculum of healthcare technology, such as telehealth, rural healthcare, and EMR’s, is a possibility. There are many grants for projects in this area.

6. **Research/program design/other.** Will this program create research and creative opportunities for our faculty and students? How will these research opportunities help our faculty? Students? Is the program a partnership or collaboration with a private organization, USHE or other institution, or standalone? What are the merits of it being a partnership or standalone? What is the percentage of face-to-face, online, hybrid, evening, or weekend time spent in this program? What other instructional innovations/delivery methods are
being proposed for this program? Are there other opportunities that this program will create? Develop new markets? How will the program adapt to changes in technology, trends, student populations, and/or employer needs?

Response:
Undergraduate research is one component of this program. As each student in the program will also be working in their field, they will have the opportunity to conduct research that benefits their field and/or workplace. Program faculty will have the opportunity to advise research, and broaden their professional network, as each student will be required to work with a faculty mentor/advisor, as well as one within their research field.
This program will be a standalone, magnet program, designed to pull in students from other universities. It will be a unique, fully online program, with the potential to open a national market for DSU and the College of Health Sciences.