

Intent to Plan

Bachelor of Science Allied Health Education
Bluefield State College
WV-HEPC Series 11 Intent to Plan (Section 5 of Series 11)

Date: January 2018

Title of Degree: Bachelor of Science (B.S.) Allied Health Education

Location: All campuses of Bluefield State College with online hybrid formats

Effective Date of proposed action: August 2019

Submission of full proposal: Bluefield State College

Dr. Ted Lewis, Acting President/Provost/Vice President of Academic Affairs

Dr. Angela Lambert, Dean School of Nursing and Allied Health

Prepared by: Dr. Angela Lambert

This submission of the WV-HEPC Series 11 Intent to Plan is a proposal for the Bachelor of Science Allied Health Education. The full proposal will be submitted upon approval in accordance with section 6 of Series 11 – Implementation Plan. Upon internal and external approvals, this program is projected for full implementation Fall term 2019.

a. PROGRAM EDUCATIONAL OBJECTIVES and INSTITUTIONAL MISSION

The proposed is a Bachelor of Science Allied Health education that offers to tracks of completion. The major is a 120-credit hour program that will provide students with an interdisciplinary program encompassing a variety of allied health topics that would serve them to seek jobs as educators, administrators in surgical clinics, and in a variety of healthcare settings. The curriculum is designed as a 2+2 program, with the ability to create a career ladder from 2 year Community and Technical College Associate degree programs. Once the Associate of Science degree is earned, in specified fields of study, students may choose to enter the workforce and/or continue on to the baccalaureate level. The major will prepare graduates with technical skills required to enter careers in a variety of healthcare settings.

The mission of BSC states, “Provision to students an affordable, accessible opportunity for public higher education.” A program of this nature will provide affordable education in that the agreement with the WVDOE career and technical centers will provide education at no cost for the surgical technology core. Additionally, for the general education component students may be able to take advantage of dual credit coursework. BSC continues to be the most affordable tuition in the state, thus this program would demonstrate a clear path fulfilling our mission.

b. PROGRAM DESCRIPTION

The program is structured to meet the growing need in various health care settings. The option to build on an earned degree from the Community and Technical Colleges in programs such as, but not limited to Surgical Technology, Health Care Technology, Medical Assisting, Behavioral Health, and Medical Coding Specialists, will create a career ladder that could further connect to Universities offering Master’s degrees such as Health Promotion, Athletic Training, and Healthcare Administration.

Building on the A.S. degree, graduates of the program will have strengths in the following areas:

- i. collection and analysis of data relevant to determining health needs in varied communities
- ii. Ability to lead programs to facilitate discussion on topics such as but not limited to substance abuse/cultural sensitivity/health informatics and chronic and communicable disease
- iii. Ability to plan programs to improve health through various educational outlets
- iv. Develop written and electronic materials to convey health-related information.
- v. Planning and proposals to develop necessary programs including funding applications

These strengths are designed to meet the Bluefield State College mission statement, which reads: “...to provide students an affordable, accessible opportunity for public higher education. A historically black institution, Bluefield State College prepares students for diverse professions, graduate study, informed citizenship, community involvement, and public service in an ever-changing global society.”

The proposed program would be housed in the School of Nursing and Allied Health, but encompasses the true nature of an interdisciplinary approach. The first option is for the student who completes the core curriculum within the established programs of Associate of Science degree programs in a variety of Allied Health areas. These students would be awarded 60 hours

block credit toward the Bachelor of Science in Allied Health Education. The completion of the Bachelor of Science in allied health education would open doors for the graduate to complete the degree online or in blended courses, while being able to work in their perspective field. This model is one BSC has great success in the other School of Nursing and Allied Health programs including Nursing and Radiologic Technology/Imaging Science. Healthcare professionals from any healthcare field with an associate degree meeting the general education as indicated in the curriculum sequencing, could enter the +2portion of the allied health education bachelor of science making this program cross disciplinary.

Option 2 is the traditional approach to 4 year completion designed for the student having no prior degree(s) in the field and seeking a healthcare profession.

c. INSTITUTION HIGH QUALITY STANDARDS AND CONTINUING ASSESSMENT

Bluefield State College has a record of high quality accredited programs of allied health. This program would meet requirements as set forth by the Higher Learning Commission and the state of WV relative to assuring quality education.

d. SIMILAR PROGRAMS IN WV

Marshall University offers a Bachelor of Science in Health Science with a curriculum similar to this proposal. Fairmont State University offers the degree in Community Health Education, as well as West Virginia State University. While both programs appear similar, they do not appear to encompass as broad of interdisciplinary approach.

The +2 format for Allied Health education is not offered by any other school in WV. This program would create a career ladder from Community and Technical education through the University level should the student chose that path.

e. SOCIETAL, OCCUPATIONAL, RESEARCH, OR PUBLIC SERVICE NEEDS AND STUDENT DEMAND

Employment in health education careers is expected to see an increase of 18% from 2016 – 2016. This rate is faster than the average for all occupations. Employment opportunities for graduates of this program would include settings in hospitals, home health, government, physician's offices, private businesses, colleges and school systems.

Due to the high rates of diseases such as diabetes, heart disease, and obesity health educators are needed to spread awareness of prevention and promotion of healthy life styles. In addition, the aging of the large baby-boom generation is expected to increase the need for services such as elder care, employer health programs, and aid in coordinating care. Moreover, as these individuals age, they may be more willing than those in previous generations to seek medical treatment to improve their quality of life. For example, an individual may decide to have a knee replacement operation in order to maintain an active lifestyle or to have cataracts removed to improve vision. (<https://www.bls.gov/ooh/Healthcare/Surgical-technologists.htm#tab-6>) This willingness will lead to the need for education of this population.

The job outlook for health educators will be best for those who have completed an education program, with the median pay nationally being \$45, 360 per year at \$21.81 per hour.

The benefits of an education ending in an associate degree are paramount to those individuals who have chosen an entry level career. It allows them to climb a career ladder in hospitals, clinics, dental offices etc. with many opportunities. The same expertise that makes them an asset to hospital success. Career advancement could include First Assist, Endoscopy Technician, Physician's Assistant, Nursing, Healthcare Administration and Medical School depending on individual interests.

<https://www.bls.gov/ooh/community-and-social-service/health-educators.htm>

f. ADDITIONAL RESOURCES NEEDED TO OFFER THE PROGRAM

The Associate Degree major implementation will require minimal resources for the program.

i. **Equipment and Software** technology to include cameras and LiveStream capable rooms at both Bluefield State Campuses for hybrid instructional format.

ii. **Faculty** The program will require no additional full time faculty. Qualified adjunct faculty will be employed for special skills as enrollment increases.

iii. **Facilities** No changes to facilities would be required

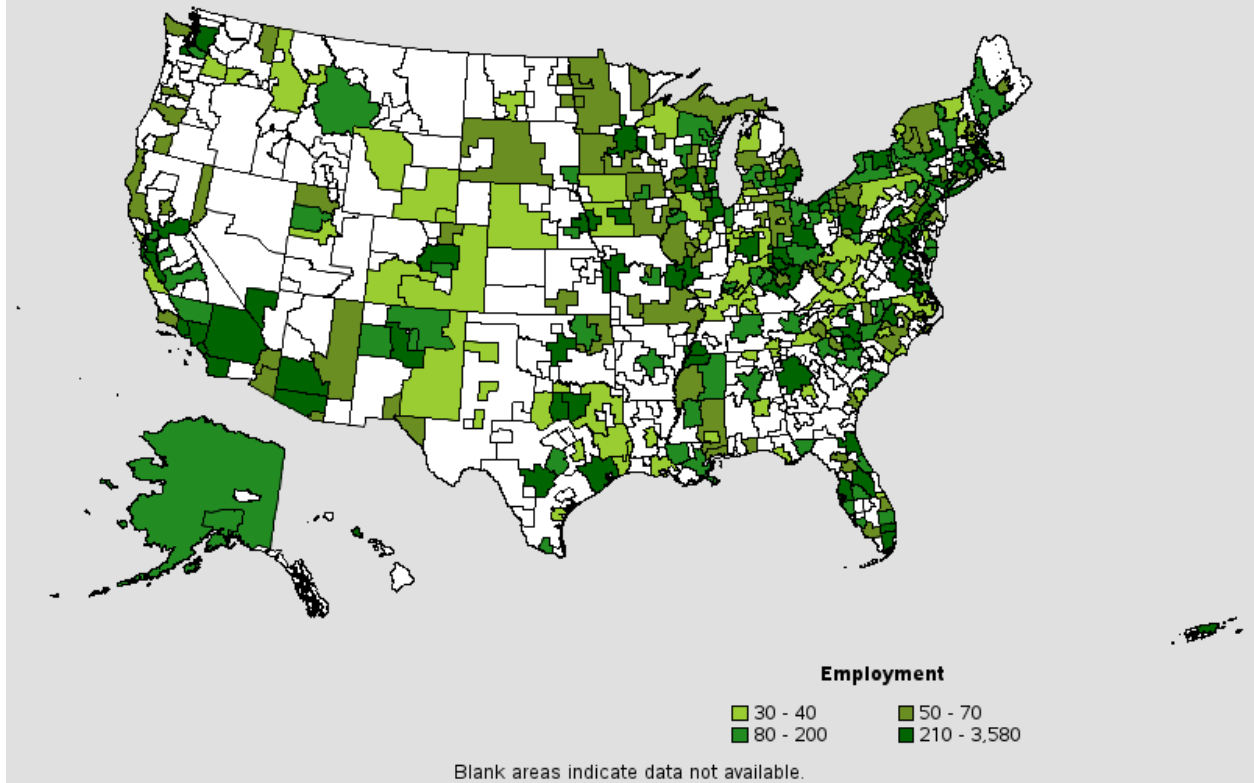
g. INSTRUCTIONAL DELIVERY METHODOLOGIES

Courses in the proposed program will be delivered in face-to-face and online learning environments. A hybrid model will be implemented, utilizing technology for online lecture-based classes. Instructional methods will include, but not be limited to, lectures, simulations and discussions experiential learning, and an internship component.

h. SUMMARY

The Bachelor of Science in Allied Health Education would be of benefit to students across the state. The degree would meet the requirements for creating career pathways and meeting a need in the healthcare industry. This program would also meet the HEPC proposal for 60% of the WV adults to have formal education beyond high school by 2030. Bluefield State has exhibited many strengths in Allied Health education and a program of this nature would only add to those strengths. A recent history in working with the WVBOE career and technical centers provides an excellent continued relationship to develop a workforce with clear pathways and multiple opportunities.

Employment of health educators, by area, May 2017



Bachelor of Science Allied Health Education

TRACK 1 option

Block Credit for any healthcare associate degree with associated certification/licensure 30 hours*

FIRST SEMESTER

Math 101 or higher	3	
English 101	3	
Health and Wellness	2	
Medical Terminology	3	
Biology 101 with lab	4	
15 hours		
WITH COMPLETION OF ASSOCIATE	=	60 hours

SECOND SEMESTER

English 102	3
Biology 102 w/lab	4
Gen. Ed. Computer	3
EDUC 110	2
General Psychology	3
15 hours	

+2 for Bachelor of Science Allied Health Education

THIRD SEMESTER Fall

Anatomy and Physiology I & Lab	4
Chemistry 101/103L	4
Communication	3
Intro to HSMT	3
EDUC 160	2
16 hours	

FOURTH SEMESTER Spring

PSYC 210	3
Anatomy and Physiology II & Lab	4
Math 110 or higher	3
Chem 102/104L	4
14 hours	

FIFTH SEMESTER Fall

BIOL 302	3
BIOL/HLTH/HSMT/PSYC elective	3
Fine Arts/HUMN/SOSC elective	3
English 201/205	3
US Healthcare System	3
15 hours	

SIXTH SEMESTER Spring

BIOL 310	3
Probability and Stats	3
BIOL/HLTH/HSMT 300/400 Elective	3
Capstone/Internship	6
15 hours	

TRACK 2 option**Bachelor of Science Allied Health Education**

FIRST SEMESTER	Fall	
Math 101 or higher		3
English 101		3
Health and Wellness		2
Medical Terminology		3
Biology 101 with lab		4
15 hours		

THIRD SEMESTER	Fall	
Anatomy and Physiology I & Lab		4
Communication		3
Intro to HSMT		3
CHem 101/103L		4
EDUC 160		2
16 hours		

FIFTH SEMESTER	Fall	
HSMT 301		3
BIOL 302		3
HLTH 303		3
Fine Arts/HUMN/SOSC elective		3
ENGL 201/205		3
15hours		

SEVENTH SEMESTER	Fall	
HLTH 309		3
Restricted BIOL 400/402		3
Restricted HSMT 402/404		3
PSYC 300		3
HLTH XXX(HIS)		3
15 hours		

SECOND SEMESTER	Spring
English 102	3
Biology 102 w/lab	4
Gen. Ed. Computer	3
Gen. Psychology	3
EDUC 110	2
15 hours	

FOURTH SEMESTER	Spring
A & P II w/lab	4
Psychology 210	3
Math 110 or higher	3
Chem 102/104L	4
14 hours	

SIXTH SEMESTER	Spring
HLTH 302	3
BIOL 310 Nutrition	3
Probability and Stats	3
HLTH 310	3
SOCI 210	3
15 hours	

Eighth semester	SPRING
SOCI 410	3
PSYC 350	3
BIOL/HLTH/HSMT/PSYC 300/400 elective	3
Internship/capstone	6
15 hours	