



**NEW PROGRAM PROPOSAL FORM**

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**Sponsoring Institution(s):** Stephens College

**Program Title:** Health Science

**Degree/Certificate:** Bachelor of Health Science

**Options:**

**Delivery Site(s):** on campus

**CIP Classification:** 51.000

\*CIP code can be cross-referenced with programs offered in your region on MDHE's program inventory [higherred.mo.gov/ProgramInventory/search.jsp](http://higherred.mo.gov/ProgramInventory/search.jsp)

**Implementation Date:** August 2015

**Cooperative Partners:**

\*If this is a collaborative program, form CL must be included with this proposal

**AUTHORIZATION:**

Suzan Harkness, Ph.D., Vice President for Academic Affairs

\_\_\_\_\_  
Name/Title of Institutional Officer

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Linda S. Sharp, Registrar

(573) 876-7277

\_\_\_\_\_  
Person to Contact for More Information

\_\_\_\_\_  
Telephone



**STUDENT ENROLLMENT PROJECTIONS**

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Year	1	2	3	4	5
Full Time	20	40	60	90	120
Part Time					
Total	20	40	60	80	120

Please provide a rationale regarding how student enrollment projections were calculated:

Based on similar programs in Missouri, we can anticipate an enrollment of 20 students per year into the program growing to 30 per year within 5 years, for a total 4 year enrollment of 120 students in the major.

Provide a **rationale** for proposing this program, including **evidence of market demand and societal need supported by research**:

Missouri is experiencing shortages of health care workers and health care providers. Health care institutions are experiencing difficulty meeting their allied health workforce needs. Many are resorting to hiring temporary "contract" employees at additional costs to the facilities. The Missouri Hospital Association (MHA) reported that use of temporary agencies to provide staff or Missouri's hospitals cost nearly \$50 million in 2005 and 2006. The MHA reports on nursing and allied health workforce make it clear that Missouri hospitals are struggling to meet their allied health staffing needs and that additional educational programs in health fields are needed immediately and for the foreseeable future. According to the Bureau of Labor Statistics, many of the occupations projected to grow the fastest in the economy are concentrated in the health care industry, and health care workers at all levels of education and training will continue to be in demand. The number of people in older age groups will grow faster than the total population in the next decade. As a result, the demand for health care will increase, and many job openings will result from a need to replace workers due to retirement and high job turnover. The BHS also responds to the trend in health professional education to require a baccalaureate degree prior to professional training. For example, in ever-increasing numbers, physical therapy and occupational therapy programs are requiring a bachelor's degree before admission to the professional program. This general BHS degree program will prepare students for these fields in a more appropriate, cross-disciplinary way than the current B.S. in Biology can. Five other institutions in Missouri offer Bachelor of Health Science degree programs: Missouri Southern State University and Truman State University both offer Bachelor of Science

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degrees in Health Science (BS); and Maryville University of St. Louis, which offers an undergraduate Bachelor of Health Science degree program. Maryville's program is designed primarily for students planning to do graduate work in Physical Therapy. The University of Missouri at Kansas City and University of Missouri offer a Bachelor of Health Science, the latter notes that while they anticipated 1 00 students in the program they have 5 times that many in the short time their program has been in operation

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Form SE - Student Enrollment Projections



PROGRAM STRUCTURE

A. Total credits required for graduation: 120

B. Residency requirements, if any: 7 semesters

C. General education: Total credits: 31

Courses (specific courses OR distribution area and credits):

Course Number	Credits	Course Title
ENG 107	3	COMPOSITION I
ENG 109	1	RESEARCH
ARTS	3	ARTS ARRAY
HIS	3	HISTORY ARRAY
INT	3	INTERCULTURAL ARRAY
LIT	3	LITERATURE ARRAY
MAT	3	QUANTITATIVE ANALYSIS
NSC	3	NATURAL SCIENCE
SOPH	3	SOPHOMORE SEMINAR
WST	3	WOMENS STUDIES
GLS	3	GLOBAL ETHICS

D. Major requirements: Total credits: 39

Course Number	Credits	Course Title
BIO 181	4	Principles of Biology I or BIO 191: Biological Systems I
BHS 117	1	Careers in Health and Helping Professions
BHS 128	3	Personal Health and Wellness: Women's Perspective
BHS 220	3	Principles of Public Health
BHS 240	3	Seminar in Health Sciences
BHS 275	3	Health Psychology
BHS 330	3	Research Methods and Health Communication
BHS 335	3	Health Care in the United States
BHS 350	3	Principles of Health Education
BHS 400	3	Ethics in Clinical Practice
BHS 425	3	Women and Healthcare Leadership
BHS 489	3	Health Sciences Capstone/Internship
INT 210	1	Pre-Internship
MAT 111	3	College Algebra or MAT 207: Statistics

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	20	From list of elective coursework

E. Free elective credits:

30

(Sum of C, D, and E should equal A.)

F. Requirements for thesis, internship or other capstone experience:

Yes

G. Any unique features such as interdepartmental cooperation:

Yes



## PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

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Institution Name      Stephens College  
Program Name          Bachelor of Health Science  
Date      6/15/2015

(Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below. Quantification of performance goals should be included wherever possible.)

### 1. Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.  
No special admissions criteria
- Characteristics of a specific population to be served, if applicable.  
None.

### 2. Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.  
Terminal degree in a relevant discipline
- Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.  
12 credit hours
- Expectations for professional activities, special student contact, teaching/learning innovation.  
Faculty are expected to balance innovative pedagogy, high contact, experiential learning and advising.

### 3. Enrollment Projections

- Student FTE majoring in program by the end of five years.  
120 with each student counting as 1.0 FTE
- Percent of full time and part time enrollment by the end of five years.  
100% full time – Residential program

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#### 4. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.  
60, 80
- Special skills specific to the program.  
None
- Proportion of students who will achieve licensing, certification, or registration.  
9.4 % of programs require licensing, certification or registration
- Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.  
No data available
- Placement rates in related fields, in other fields, unemployed.  
No data available
- Transfer rates, continuous study.  
The Residential programs average transfer rate is 45.7%.

#### 5. Program Accreditation

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. **If there are no plans to seek specialized accreditation, please provide a rationale.**  
Higher Learning Commission

#### 6. Alumni and Employer Survey

- Expected satisfaction rates for alumni, *including timing and method of surveys.*  
No data available
- Expected satisfaction rates for employers, including timing and method of surveys.  
No data available

#### 7. Institutional Characteristics

- Characteristics demonstrating why your institution is particularly well-equipped to support the program.  
Historically committed to meeting the changing needs of women, Stephens College prepares students to become leaders and innovators in a rapidly changing world. Stephens engages lifelong learners in an educational experience characterized by intellectual rigor, creative expression and

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professional practice, in an environment supported by accomplished faculty and dedicated alumnae. Graduates of Stephens are educated in the liberal arts, professionally prepared and inspired by our tradition of the Ten Ideals as core values that enrich women's lives.

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