

9-30-1993

SR-92-93-(124)270(ASCR)

Marshall University

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ACADEMIC STANDARDS AND CURRICULA REVIEW COMMITTEE
RECOMMENDATION

SR-92-93-(124)270(ASCR)

To approve the attached proposal to establish a Bachelor of Applied Science (BAS)
degree with a proposed implementation date of August 15, 1993.

FACULTY SENATE PRESIDENT:

DISAPPROVED
BY SENATE: Bertram W Gross DATE: 9/30/93

UNIVERSITY PRESIDENT:

READ:  DATE: _____

COMMENTS:

MARSHALL UNIVERSITY

HUNTINGTON, WV

February 12, 1993

Proposal to Establish
Bachelor of Applied Science Degree

Proposed Implementation: August 15, 1993

SUMMARY

The Bachelor of Applied Science (BAS) degree is designed to serve 40-80 community college graduates per year who have already earned the two-year Associate of Applied Science (AAS) degree. The new degree will help meet West Virginia's need for a better prepared technical work force and it will encourage AAS graduates to continue their education by dramatically reducing transfer problems.

While this degree would be new to West Virginia, a number of other states already have similar programs. Unlike traditional Bachelor of Arts (BA) and Bachelor of Science (BS) programs, the BAS builds on existing AAS programs for a four-year technology-focused degree. However, BAS students are still required to complete general education requirements in addition to the technical specialization requirements.

The degree will be exceptionally cost effective because BAS students will utilize existing space in existing courses.

PART I - PROGRAM DESCRIPTION

The innovative Bachelor of Applied Science (BAS) degree is designed especially to meet West Virginia's need for a better prepared technical work force and to encourage community college graduates with the Associate of Applied Science (AAS) degree to continue their education.

Community colleges offer two types of Associate degree programs. The first type, called "baccalaureate parallel," is designed to be the first two years of traditional BA and BS programs. This type program leads, correspondingly, to an Associate of Arts (AA) or Associate of Science (AS) degree.

The second type program, called "career/technical," is designed to prepare a technical work force at the two-year Associate degree level. This type program leads to the Associate of Applied Science (AAS) degree. At present, Marshall has no corresponding four-year degree, no Bachelor of Applied Science (BAS).

Community colleges attract many students who would not otherwise attend college. These students are often attracted by the AAS career/technical, job-oriented programs, the open-door admissions policy, and other community college features. Some AAS graduates, encouraged by success, then decide to pursue a baccalaureate degree. However, because of marked differences between non-traditional (from the baccalaureate viewpoint) AAS programs and traditional BA/BS baccalaureate programs, these students experience transfer problems.

A. Program Objectives:

The BAS addresses both the technical work force needs and the AAS transfer problem. When fully implemented, the BAS will serve 40-80 students per year, half from Marshall's Community and Technical College and half from other community colleges. A majority of these students would not otherwise have pursued their education beyond the AAS because no other BAS-type baccalaureate programs are available in West Virginia.

BAS graduates will meet Marshall University academic requirements such as general education, upper division courses, grade point average, and residency. They will be prepared for both employment and graduate school.

B. Program Identification:

Program identification is in the category Science, Technology and Society, CIP 24-301501.

C. Program Features:

The Marshall University Bachelor of Applied Science degree Program (BAS) is designed to meet work force needs and to serve community college graduates who decide to pursue a technology-focused baccalaureate degree. In addition to meeting general education requirements, students have a specialization in an area related to their community college program. See Appendix D for related AAS/BAS coursework.

Graduates of the program are prepared to pursue employment or continue their education at the graduate school level. See Appendix B for comments by Graduate School Dean.

1. Admissions and Performance Standards:

Admission will be open only to students in good academic standing who have received the two-year Associate in Applied Science degree (or similar degree) from an accredited college or university. In addition, all Marshall University requirements for admission as a transfer student apply. See Catalog, pp. 17-18 in Appendix A.

Students must maintain a "C" average (Grade Point Average = 2.00) to be in good academic standing. All Marshall University performance standards and policies apply.

2. BAS Program Requirements:

The BAS program requirements are listed below. See Appendix C (pp. c9-C11) for a comparison of BAS requirements to other Marshall University programs and BAS-type programs in other states.

| | |
|--|-----|
| Total Credit Hours | 128 |
| General Education Hours | |
| a. Communications (Must include Eng 302) | 12 |

| | |
|---|----|
| b. Humanities, Social Sciences and Fine Arts | 15 |
| c. Natural Science | 6 |
| d. Mathematics | 6 |
| e. Additional Hours (to make 45 General Ed) | 6 |
| Total | 45 |

Upper Division Hours 45

Residence 24 hrs at MU
beyond AAS

Major: Not available. Students would have
specialization in area related to AAS.
Requires 18 hrs. in specialization area in
addition to AAS (min. 15 upper division).

New Courses: None

D. Program Outcomes:

At present, West Virginia does not have any
programs designed for AAS graduates to encourage
them to continue their education. The BAS will
fill this need.

We anticipate a program enrollment in the range of
40-80 students per year, many enrolled on a part-time
basis. Of these students, we anticipate 10-20
graduates per year.

These graduates will have the technical prepara-
tion to find employment and make a significant contri-
bution to West Virginia's work force. They will also
be eligible to attend graduate school. Note that since
graduates from the "non-traditional" RBA program are
successful in graduate school, we anticipate BAS
graduates will also be successful. See Memo from
Graduate School Dean, Appendix B.

PART II - PROGRAM NEED AND JUSTIFICATION

A. Relationship to Institutional Goals/Objectives:

The BAS is directly related to Marshall
University's goals and objectives. Consider, for
example, the fit between the BAS and the Mission of the
University as printed in the Catalog (pp. 9-10).

"The University is committed to offer students the opportunity (1) to seek self-realization consonant with their capacities." This objective is especially germane to the AAS-BAS continuum. Many students enroll in community colleges unsure of their academic abilities, with short-term goals that include--at best--the two-year degree. Simply put, AAS programs attract students who would not otherwise attend college.

Some of these students, encouraged by success at the AAS level, then decide to pursue a baccalaureate degree--to seek greater self-realization. The BAS provides the avenue to this self-realization.

"The University is committed to offer students the opportunity (2) to develop effective vocational ... competencies ... (and) useful knowledge and skills for careers of effective service to society." Clearly, a prime objective of the BAS is to prepare students to enter the work force.

"The University is committed to offer students the opportunity (3) to prepare for responsible participation as members of the local, regional, national, and international communities... (and) to meet the challenges and responsibilities of societal living." The BAS includes a balanced general education requirement to insure that, beyond preparation for employment, graduates are prepared to take their place as educated and thoughtful members of society.

Recently, Marshall's Faculty Senate recommended, and President Gilley approved, the identification of areas of current emphasis (SR-91-92-137 (APC)). One area focuses on economic development, and clearly the work force oriented BAS makes a significant contribution to this effort.

B. Existing Programs:

There are no BAS-type programs in West Virginia. There are, however, a number of other states with these programs. For comparative purposes, programs in six states are presented in Appendix C.

Some elements of the BAS program are already available via the Regents Bachelor of Arts (RBA) program. The RBA program is not designed, however, to be a technology-focused program. Compared to the RBA, the BAS has more specific curriculum requirements and a more focused purpose.

C. Program Planning and Development:

In May 1990, Dr. Alan Gould, MU Provost, shared information about the BAS program with Dr. James Rowley, Interim Chancellor of the Board of Trustees. Dr. Rowley encouraged Dr. Gould to proceed with the BAS idea, referring to the program as exciting and innovative. See Appendix B.

During the 1990-91 school year, Marshall's Academic Deans considered the BAS idea, reviewed existing BAS-type programs, and recommended approval of the Letter of Intent to develop the program. This information was forwarded to Marshall's Faculty Senate.

During the 1991-92 school year, the Letter of Intent was approved by the Faculty Senate after both the Academic Planning Committee and the Academic Standards/Curricular Review Committee recommended approval. President Gilley approved the Letter of Intent, as did subsequently Board of Trustees Chancellor Dr. Charles Manning. See Appendix B. During this year, the BAS was also added to the "Plans for New Degrees" list in the supplement to Marshall's mission statement.

To date, very few resources have been used for the BAS proposal beyond administrative and faculty time to research, design, and evaluate the proposal.

Planning activities that have supported this proposal include the Deans' survey of existing programs (see examples, Appendix C), an interest survey of community college students, a viability survey of potential employers of the BAS graduates, a "course availability" analysis for the Fall 1992 semester (all in Appendix D), and a review by the Faculty Senate Academic Planning Committee.

D. Clientele and Need:

The student interest survey shows significant interest and support for the BAS program.

Our Community and Technical College conducted a survey of 243 community college students to determine interest in a BAS program. This was not a sample of all students, but rather a sample primarily of students in the second year of their two-year program. See Appendix D, pp. D3-D5.

Note that initially 76% of the students had academic goals of associate degrees or less, and their main purpose for enrolling was to prepare for a job (80%). See item II. This is typical data for our community college students.

However, after attending community college, many set higher goals. For example, the percent of students interested in four-year degrees and above jumped from 24% to 53%. See items II and III. The BAS is designed to serve this group of students.

Note also that the BAS degree was supported by 95% of the students and selected as the program of choice by 72% of the students. See items IV-A and IV-B. We must realize, however, that not all 72% of our community college graduates will enroll in the BAS program--interest surveys usually substantially overstate actual enrollment.

E. Employment Opportunities:

Several recent reports have indicated West Virginia colleges should do more to prepare students for employment. For example, "Building for a New Century" by the Carnegie Foundation (1989) states "One of West Virginia's most serious failings is the lack of an effective program of technical and career education" (p. 5). Clearly, the BAS will provide a vital rung in the career/technical education ladder, a baccalaureate rung that is now missing.

This notion of an AAS-BAS continuum is also supported by the Report of the Higher Education Advocacy Team (1992). For example, "...colleges and universities should provide counseling and advising to students in their second year of associate degree programs to encourage them to work toward a baccalaureate degree" (p. 18). The BAS will attract AAS graduates.

The H.E.A.T. report also recommends "...the governing boards should emphasize the development of...technology programs to help spur future economic development" (p. 22). The BAS contributes to this goal.

The "Key Centurion Business Poll--Work Force Education and Training Issue" (1992) found three types of programs of interest to business leaders: general 4-yr. college degree (33%); specialized/technical 4-yr. college degree (31%); less than 4-yr. college degree

(32%); no response (4%) (p. 3). The BAS would address business leaders' interest in specialized/technical 4-yr. college degrees.

Finally, regional employers have expressed overwhelming support for the BAS program, as determined by a survey conducted by our Community and Technical College faculty. Specifically, faculty interviewed 56 members of our Program Advisory Committees--committees selected for program areas related to the BAS. Members of PAC's typically work for organizations that hire our career/technical graduates. See Appendix D, pp. D7-D8.

As indicated in items 1, 2, and 3, responses about the program, employer interest, and employment opportunities for graduates were uniformly positive. In response to our question "Do you see any problems", four respondents (7%) indicated a need to help employers understand the BAS program--a need we will address via appropriate program literature. Three respondents (5%) felt the 4-yr. degree may not be an edge in the job market; the vast majority of respondents did not see any significant problems.

We were very gratified with responses to the last question "Do you have other comments?" These comments, taken together with items 1, 2, and 3, clearly demonstrate the need for the BAS program.

F. Program Impact:

Students in the junior and senior years of the BAS program will complete their remaining general education requirements via existing general education courses. They will complete their technical specialization requirements via existing technical courses. No new courses are proposed.

The BAS students will be distributed among several colleges. Within the colleges, the students will be in several different specializations and courses. Therefore, the impact on particular existing upper division courses will not be problematic.

According to the Course Availability Report for Fall 1992, the majority of upper division courses surveyed had at least three spaces available. For example, 110 out of 149 (74%) sections of courses of potential interest to BAS students had space available. See Appendix D.

G. Cooperative Arrangements:

Students may complete the first half of the program, the AAS degree, at any accredited college or university. All students will enroll in Marshall's BAS program at the junior level.

Within Marshall University all baccalaureate colleges will allow BAS students to take approved courses in the BAS curriculum, provided the students meet all appropriate program and course prerequisites.

H. Alternatives to Program Development:

There are no viable alternatives to the BAS program. The RBA program, considered previously (see Part II-B, p. 4), is not designed or suited to preparation of a technical work force.

Graduates of West Virginia's community colleges are eligible to attend the out-of-state BAS-type programs (see Appendix C), but relocation is simply not possible or desirable for many community college graduates.

PART III - PROGRAM IMPLEMENTATION AND PROJECTED RESOURCE REQUIREMENTS

A. Program Administration:

No changes or additions are needed in Marshall's administrative organization to deliver the BAS program.

The Assistant Vice President for Academic Affairs, as the designee of the Vice President of Academic Affairs, is the academic administrator responsible for coordinating the program. As usual, however, Marshall's faculty will approve program content and quality.

To insure quality, several controls are necessary. First, each BAS student will have a three-member faculty committee composed of: a faculty member/advisor from the department of the student's specialization; a second faculty from the department (the chair if possible); a third Marshall faculty of the student's choice. Second, after meeting with the student, this BAS committee will approve the student's BAS curriculum. Third, the curriculum must also be approved by the Assistant Vice President of Academic Affairs. Fourth, the student must meet with his/her

faculty advisor for registration advice and approval each semester. Finally, at graduation the BAS committee will certify, and the Assistant Vice President for Academic Affairs will verify, the student has met all requirements.

B. Program Projections:

We estimate that over a five-year period the BAS program will grow to the 40-80 student range. See Appendix E for details.

C. Faculty Instructional Requirements:

No additional faculty will be initially needed. Students will utilize existing space in existing courses. See Appendix D for course availability report.

No additional faculty will be needed in the long-term if the enrollment only grows to 40 headcount (26 FTE), or if the students are distributed among several colleges and departments.

It may be necessary, however, if the program grows to a full 80 students, and if the students are concentrated in a few departments, to add a few additional sections. Even with this long-term scenario, we anticipate we could meet our needs with a few additional part-time faculty rather than a full-time faculty.

D. Library Resources and Instructional Materials:

Since no new courses are being proposed, no new library resources will be needed.

E. Support Service Requirements:

No new requirements are anticipated.

F. Facilities Requirements:

The BAS program will not require any new facilities or any renovations of facilities.

G. Operating Resource Requirements:

Note that there are no significant start up costs for the program. There are no facility expenses, no equipment expenses, no full-time faculty commitments.

See Form 2, Appendix E. Note that, at most, Marshall might need \$4,300 per year in five years.

H. Source of Operating Resources:

Any additional operating resources due to the BAS program, if any, will be absorbed in the general appropriated funds (3200) and HERF funds (8600-11).

PART IV - PROGRAM EVALUATION

A. Evaluation Procedure:

The BAS program will be evaluated on the same criteria and in the same five-year review cycle as all other Marshall programs, per the standards and procedures established by the West Virginia Board of Trustees, Policy Bulletin 11.

In addition, we will utilize a number of other assessment measures: student evaluations of courses, student evaluations of faculty, and--at graduation time--student evaluations of the entire BAS program and Marshall University experience.

B. Accreditation Status:

To date we have not identified a specialized accreditation for BAS-type programs. The BAS would be included in Marshall University's general accreditation via the North Central Association of Colleges and Schools.

- Appendix A: Catalog Information
1. Transfer (pp. 17-18)
 2. Minimum Residence Requirements (p. 79)
- Appendix B: Support Information
1. Graduate School Dean & RBA Report
 2. Interim Chancellor Rowley
 3. Senate Approval of Letter of Intent
(and President Gilley's signature)
 4. Chancellor Manning
- Appendix C:
1. Other BAS-Type Programs
 2. Comparison of Baccalaureate Degree Requirements
- Appendix D: Planning Reports
1. Related MU Coursework AAS-BAS
 2. Fall '92 Course Availability Report
 3. Student Interest Survey
 4. Survey of Potential Employers
- Appendix E: Projections
1. Form 1 - Enrollment Growth
 2. Form 2 - Operating Resource Requirements

Appendix A
Marshall University Catalog

1. ADMISSION OF TRANSFER STUDENTS (pp. 17-18)

To be eligible for regular admission, transfer students must have maintained an overall average of C (2.00) or better on all college work previously attempted and must be eligible to return to the institution or institutions from which they wish to transfer. Students attending community colleges who are seeking to transfer into a four-year program must meet the regular criteria for admission.

Any person who has attended another accredited institution of collegiate grade, whether he has earned credit or not, is classified as a transfer student. The university does not at any time or under any conditions disregard college or university credits attempted or earned elsewhere in order to admit an applicant solely on the basis of his high school record. All credentials submitted in support of an application for admission become the permanent property of the university. Credit earned at other accredited colleges and universities is allowed toward a degree if applicable.

The policy regarding transfer of student credits and grades between two-year and four-year institutions in the public higher education system of West Virginia is as follows:

Credits and grades earned for all baccalaureate level courses at any baccalaureate degree-granting institution in the West Virginia state-supported system of higher education shall be transferable to Marshall University.

Seventy-two hours of credits and grades earned for college-parallel courses completed at community colleges or branch colleges may be applied towards graduation at Marshall University.

Transfer students must fulfill the graduation requirements of Marshall University to receive a degree.

Candidates for graduation must have a quality point average of 2.00 or higher on all work attempted at Marshall University. Individual degree programs may have higher standards.

The conversion of credit is a complex process; therefore, it is important to send the credentials for transfer admission a minimum of two months prior to registration.

This will help avoid delays before advising and registration can be concluded.

NOTE: A student who attends another institution of collegiate level during the summer session immediately following graduation from high school is admitted as an entering freshman with advanced standing. Also see Community and Technical College Admission.

Note: All students admitted to the BAS program will be admitted as transfer students. In addition to these requirements, all students admitted to the BAS must have an AAS degree (or similar degree) from an accredited community college.

Appendix A (continued)

MINIMUM RESIDENCE REQUIREMENTS FOR GRADUATION

For all undergraduate degrees (except the Regents Bachelor of Arts Degree and Community and Technical College Associate Degree) at least one year's work in residence is required, one semester of which must be in the senior year. A "year in residence" must represent not less than two semesters work in residence or one semester and two summer terms with not less than 24 hours credit. For students transferring into Marshall University, at least 12 hours of 300/400 level course work must be taken in the college of residence, and at least 15 hours must be taken in the major field at Marshall University. (Except "Combined College and Professional Programs.")

Candidates for bachelor's degrees who initially enter Marshall University within 10 years of their date of graduation may graduate by meeting requirements in effect at the time of their entrance provided that they have never altered their original degree objective. When the time between entrance and graduation is greater than 10 years, the student must meet the graduation requirements in effect on the date of graduation. For courses no longer offered, substitutions may be made by permission of the academic dean.

Students in the College of Education must meet the college residency requirements and the prevailing requirements for teacher certification. All students are to refer to individual colleges for any additional residency requirements.

For all Community and Technical College Associate Degree and Certificate programs, at least 12 hours credit must be earned in residence. These 12 hours must be for regular coursework (excluding Non-Collegiate Learning), must be taken for letter grades (excluding CR/NC), and must be applicable to the degree program.

For Community and Technical College students, "in residence" means on-campus or at one of the formal off-campus instruction sites.


Note: BAS Students must meet these Minimum Residence Requirements for Graduation after they have been admitted to the BAS (i.e., during their junior and senior years).



GRADUATE SCHOOL
400 Hal Greer Boulevard
Huntington, West Virginia 25755-2100
304/696-6606

Appendix B

TO: Alan Gould, Vice President
Academic Affairs

FROM: Leonard Deutsch, Dean 
Graduate School

SUBJECT: BACHELOR OF APPLIED SCIENCE DEGREE PROGRAM

DATE: January 29, 1993

Thank you for the opportunity to review the proposed BAS curriculum requirements.

As presented, the BAS would satisfy the baccalaureate degree requirement for admission to graduate school. Note that BAS graduates would also have to satisfy the other usual admission requirements, such as quality point average and scores on required examinations.

In response to your question "Would the BAS be favorably recognized by graduate schools?", I refer you to the following excerpt from the 1991 RBA Graduate Questionnaire:

A comprehensive questionnaire was sent to those who graduated from the Marshall University Regents Bachelor of Arts Degree Program between July 1983 and May 1988. There were 125 responses, a return of 37%.

Twenty-three percent (29) have completed master's degrees and two are enrolled full-time in doctoral programs. Twenty percent (26) are currently taking graduate courses. Only three had admission problems due to the non-traditional degree and these were solved with an explanation of the Regents B.A.

Since the RBA, a "non-traditional" degree with less specific requirements, is recognized by graduate schools, I am confident the BAS will be favorably recognized.

Please let me know if you have additional questions.

LD/dc

WEST VIRGINIA BOARD OF TRUSTEES

1018 Kanawha Boulevard, East
Suite 700
Charleston, West Virginia 25301
Telephone: (304) 348-2177

David C. Hardesty, Jr.
Chairman

James W. Rowley
Interim Chancellor

May 21, 1990

Dr. Alan B. Gould, Provost
Marshall University
400 Hal Greer Boulevard
Huntington, West Virginia 25755-2000

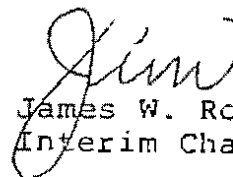
Dear Provost Gould (Alan):

Thank you for sharing information about the Bachelor of Applied Science Degree with me. I agree that it is "an exciting innovative program" which would meet the academic needs of many students.

At the appropriate time you should provide information about the program to the Committee on Academic, Research, and Service Programs. This step should follow further campus consideration but should not be delayed unduly. Timing is important, and committee members appreciate being involved with and informed about proposals well before a formal recommendation is expected of them.

I like the idea because it responds uniquely to community college graduates' needs. Please let me know when I can be further assisting.

Sincerely yours,


James W. Rowley
Interim Chancellor

JWR:mn

ACADEMIC STANDARDS AND CURRICULA REVIEW COMMITTEE
and
ACADEMIC PLANNING COMMITTEE
Recommendation

SR-91-92-76 (ASCR/APC)

To prepare a letter of intent to investigate the possibility of a BAS program.

RATIONALE: The BAS program serves AAS graduates of the Community and Technical College who wish to continue education toward the bachelor's degree. The program will have the effect of increasing enrollment in upper level division courses and reduce transfer problems often experienced by AAS graduates.

(Copies of the program proposal are available for inspection in the Faculty Senate office - Northcott Hall 209-A.)

FACULTY SENATE PRESIDENT:

APPROVED
BY SENATE: Robert D. Saucy DATE: 2-27-92

DISAPPROVED
BY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: Smiley DATE: 3/6/92

DISAPPROVED: _____ DATE: _____

COMMENTS:

Amended on the Senate floor.

SR-91-92-76 (ASCR/APC)

University System of West Virginia

1018 Kanawha Boulevard, East
Suite 700
Charleston, West Virginia 25301

Telephone (304) 558-2736
Fax (304) 558-3264

Charles W. Manning
Chancellor

LEADER
Type Programs in Six States

July 31, 1992

De Gilley

University
Marshall University
Marshall, WV 25755-1000

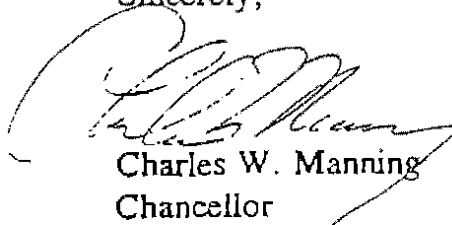
Dr. Gilley:

RECEIVED
1992 AUG -4 PM 2:05
OFFICE OF
MARSHALL UNIVERSITY

I approve the request of Marshall University to develop a proposal for a new Bachelor of Applied Science (BAS) degree. The response you provided to the questions posed by the Academic Programs Committee of the Board of Trustees indicates that adequate attention will be given in developing the program to assuring maintenance of quality standards. The proposal from Marshall University should be developed and submitted in accordance with the provisions of Administrative Bulletin No. 23, Submission of Proposals for New Academic Programs.

Please let me know if you have any questions or need additional information.

Sincerely,


Charles W. Manning
Chancellor

CWM/BF/pc

cc: Dr. Bruce Flack
gl

Marshall University
Potomac State College of West Virginia University
West Virginia Graduate College
West Virginia School of Osteopathic Medicine
West Virginia University
West Virginia University at Parkersburg

Bachelor of Applied Science Degree

The College of Technology offers a Bachelor of Applied Science degree in a Vocational Technical field. The Bachelor of Applied Science degree is designed to build upon the Associate of Applied Science degree (A.A.S.) or selected Associate of Science (A.S.) degrees.

Graduates of technical programs that meet the Idaho standards for the A.A.S. degree and are accredited by a regional accrediting body that is recognized by the Council of Postsecondary Accreditation are eligible for admission. The minimum requirements for the A.A.S. degree include:

| | |
|---|-------------------|
| Vocational or Technical education courses | 42 credits |
| Vocational or Technical support courses | 10 credits |
| General education courses | 12 credits |
| TOTAL | 64 CREDITS |

Exceptions to the above must be reviewed by the Dean, College of Technology for a determination regarding eligibility for admission. Credit for prior learning will be determined in accordance with prevailing institutional policy.

Recommendations for admission to the Bachelor of Applied Science degree must be obtained from the Dean, College of Technology. The interested student must be formally admitted into the Bachelor of Applied Science degree program by the Dean, College of Technology.

1. Vocational Technical Education Program 64
2. General University Requirements 64
English Composition 3-6

NOTE: Number of required credits is determined by student score on ACT exam. See General University Requirements (Core) for details.

3. Area I Requirements
Arts & Humanities 12
Three fields must be represented
4. Area II Requirements
Social Sciences 12
Three fields must be represented
5. Area III Requirements
Natural Sciences and Mathematics 12
Two fields must be represented

NOTE: Students seeking a B.A.S. with an A.S. degree in Marketing: Mid-Management must complete M 105 and M 106 in addition to the requirements listed above.

NOTE: University Core courses used to meet vocational technical education requirements cannot be used to meet the above listed Area requirements.

6. Students seeking the B.A.S. degree must have an additional 9 credits chosen from upper division courses in any of the following disciplines (Social Science and Natural Sciences-Mathematics must be represented):
 - Anthropology
 - Biology
 - Chemistry
 - Communication
 - Economics
 - Engineering
 - Geography
 - Geology
 - History
 - Mathematics
 - Physical Science
 - Physics
 - Political Science
 - Psychology
 - Social Work
 - Sociology
 - Teacher Education

7. Upper Division Electives 13

NOTE: Students seeking the B.A.S. degree must earn a minimum of 22 upper division credits.

BACHELOR OF APPLIED ARTS AND SCIENCES

This degree assumes completion of an associate of applied science degree at a community college or completion of an appropriate occupational certificate prior to starting work on the B.A.A.S. degree at WTSU. A maximum of 48 semester hours of technical-vocational credits may be transferred toward this degree. An additional 18 semester hours of academic credit may also be transferred to total 66 hours, the maximum number of hours accepted from a community college.

General education requirements and other University requirements including 36 advanced hours, 30 in residence at WTSU, for a total of 130 semester hours with a minimum grade point average of 2.0.

A professional development core of 18 to 24 semester hours, 12 of which must be 300-400 level courses.

Contact the office of the dean of the Sybil B. Harrington College of Fine Arts and Humanities for details about the B.A.A.S. degree.

GENERAL EDUCATION REQUIREMENTS

REQUIREMENTS FOR BACCALAUREATE DEGREE

- Unless otherwise noted, a minimum of 130 semester hours of credit.
- At least 36 hours of advanced work (courses numbered 300-499). At least 30 of these hours must be earned at WTSU. Of those 30, 12 may be earned in extension courses, including up to six hours in correspondence courses.
- At least 30 hours earned in residence at WTSU, including at least 24 of the last 30 hours counted toward a degree.
- Completion of all requirements for a major as specified by the student's academic department.
- Achievement of at least a C (2.0) average in all course work offered toward a degree, including a C average in the student's major.

GENERAL EDUCATION REQUIREMENTS, 40 hours total

General education requirements apply to all baccalaureate degrees. They are intended to provide the student with exposure to key historical, political, ethical, scientific and artistic ideas forming our cultural heritage. In addition, these requirements are meant to increase each student's skill in reasoning and communicating.

Freshman-sophomore requirements outlined below should be completed by the end of the sophomore year.

ANALYTICAL REASONING AND COMMUNICATION SKILLS

INDUCTIVE METHODS—*eight hours (two survey laboratory courses) from:

- BIOL 101 and 101L or 121 and 121L, 102 and 102L or 122 and 122L
- CHEM 101 and 101L or 102 and 102L
- GEOL 101, 101L or GESC 111, 111L
- GEOL 102, 102L or GESC 112, 112L
- PHYS 101 or 210, and 101L; 102 or 211, and 102L
- MPS 101 and 101L; 102 and 102L

*Six hours science credit, Advanced Placement examination or six hours of approved transfer credit in science may be used to satisfy this requirement.

DEDUCTIVE METHODS—(three hours, one course from:

- CIS 105 or 204
- MATH 110, 111, 115, 116, 140, 220, 221, 240
- PHIL 203

WRITTEN COMMUNICATION—six hours, two courses:

- ENG 101, 102

PERSONAL AND SOCIETAL INTERACTION—three hours, one course from:

- ANTH 201
- ECO 101
- GEOG 202
- PSY 201
- SCOM 101, 103 or 201
- SOCI 201

CULTURAL HERITAGE

AMERICAN EXPERIENCE—12 hours, two courses in American history and two courses in American government from:

- HIST 201, 202, 203 or 211 (select two)
- POSC 101, 102 or 211 (select two)

WORLD PERSPECTIVES—six hours, one course in world literature from:

- ENG 201, 202

and one course in humanities from:

- ART 151, 152
- MUS 101
- ENG 201, 202
- HIST 111, 112, 120
- PHIL 201, 202
- FA 101

PHYSICAL EDUCATION REQUIREMENT (or equivalent)

Two hours*, two activity courses from:

- Physical education
- ANSC/PE 158 164,165 (one credit hour each)
- DNCE 110, 210 (one credit hour each)

*Fall semester band (one credit hour each semester) may be substituted for two activity courses.

Six semester hours of physical education may be counted toward minimum degree requirements of 130 hours. Students 24 years old or older, and other students upon advice of the University physician and approval of the Department of Health, Physical Education and Recreation, are exempt from this requirement and will complete two semester hours of elective work in lieu of activity courses.

Capstone Program

The Capstone Program is for the transfer student who has earned an Associate in Applied Science degree or the equivalent certification and whose needs can be met within one of the participating departments. It is a two-year program that gives maximum credit for previous academic and work experiences in the student's occupational field. The Capstone Program's purpose is to provide an opportunity for students to add to the marketable occupational skills and competencies which they have already acquired.

Key features of the Capstone Program are: (1) It is for selected occupational students who have changed their educational and occupational goals; (2) It is an alternative baccalaureate degree program involving no more than two additional years of college at a four-year institution; (3) It seeks to recognize similar objectives in both two-year occupational programs and four-year baccalaureate degree programs; (4) It seeks to recognize similar objectives in certain work experiences and in four-year baccalaureate degree programs; and (5) It provides a unique opportunity for developing secondary and post-secondary occupational teachers who possess strong work experience and training in a variety of technical specialties and sub-specialties.

REQUIREMENTS FOR THE BACCALAUREATE DEGREE THROUGH CAPSTONE

A student completing the degree through the Capstone Program must complete the hour requirements, residence requirements, and average requirements required for all bachelor's degrees. These requirements are explained at the beginning of Chapter 3. The course requirements for the Capstone Program are explained below.

The following General Education requirements must be satisfied:

| | |
|------------------------------------|--|
| Science | 6 semester hours (Two courses chosen from two different groups in A) ¹ |
| Social Science..... | 6 semester hours (Two courses chosen from two different groups in B) ¹ |
| Humanities | 6 semester hours (Two courses chosen from two different groups in C) ¹ |
| Health and Physical Education..... | 3 semester hours |
| English Composition..... | one course (3 semester hours or 4 quarter hours of GED 101 or equivalent) |
| Speech..... | one course (3 semester hours or 4 quarter hours of GED 152 or GED 153 or equivalent) |
| Mathematics | one course (3 semester hours or 4 quarter hours of GED 107 or equivalent) |
| Minimum Total Required | 30 semester hours |

B.P.S. PROGRAM

The program is designed primarily for Associate in Applied Sciences (A.A.S.) or Associate in Occupational Studies (A.O.S.) degree graduates with a major (at least 30 semester hours) in business or another professional (career) field. The B.P.S. degree will be granted to those students who satisfactorily complete at least 124 semester hours of college-level work (including lower division study) distributed as follows:

Arts and Sciences—40 Semester Hours (Minimum)

| | | |
|---|-----------|----|
| Computer Science | 1 course | |
| Statistics | 1 course | |
| Anthropology/Psychology/Sociology | 1 course | |
| Economics (Microeconomics and Macroeconomics) | 2 courses | |
| Written Communication | 1 course | |
| Humanities* (Art/History/Music/Literature/Philosophy/ Foreign Language) | 1 course | |
| Natural Science (Biology/Chemistry/Environmental Science/Physics—must include one laboratory course) | 2 courses | |
| Mathematics | 1 course | |
| Arts and Sciences Electives (remainder of 40 credits) | | 40 |

Business—18 Semester Hours (Minimum)

| | | |
|--|-----------|----|
| Accounting (ACC 301, ACC 305) | 2 courses | |
| Corporate Finance (FIN 302) | 1 course | |
| Marketing (MKT 301) | 1 course | |
| Management (MGT 305, MGT 307) | 2 courses | |
| Business Law (BUS 305) | 1 course | |
| Introduction to Management Science (MGS 411) | 1 course | |
| Management Communications (MGT 340) | 1 course | |
| Management Policy and Practice (BUS 485) | 1 course | |
| Business Electives (remainder of 48 credits) | | 48 |

Professional Specialization—20 semester hours in one of the following or similar fields (usually transferred from the lower division):

| | | |
|-------------------------|--------------------|----|
| Accounting | Hotel Technology | |
| Business Administration | Agriculture | |
| Secretarial Science | Travel and Tourism | |
| Engineering Technology | Retailing | |
| Data Processing | Foods | 20 |

Unrestricted Electives—16 semester hours 15
124

Bachelor of Applied Technology Degree

* The Bachelor of Applied Technology is a unique degree offered by Idaho State University. Students can combine a vocational-technical program with academic course work to receive the Bachelor of Applied Technology (BAT) degree. Students completing an Associate of Applied Science degree from the following programs are eligible to pursue this degree:

- Civil Engineering Technology
- Computer Programming/Systems Technology
- Drafting/Design Technology
- Electromechanical Drafting Technology
- Electronics Technology
- Communication Electronics Technology
- Electro-Mechanical Technology
- Electronic Systems Technology
- Laser/Electro-Optics Technology
- Instrumentation Technology
- Telecommunications Technology

| SUMMARY OF MINIMUM DEGREE REQUIREMENTS | ACADEMIC CREDIT HOURS |
|--|-----------------------|
|--|-----------------------|

| | |
|---|-------------------|
| I. Associate of Applied Science. | Allowed for AAS |
| A. For all BAT-approved AAS programs <u>except</u> Electronics Systems Technology: | 50 LD |
| Civil Engineering Technology | |
| Communication Electronics Technology | |
| Computer Programming/Systems Technology | |
| Drafting/Design Technology (2 options) | |
| Design Drafting Technology | |
| Electromechanical Drafting Technology | |
| Electro-Mechanical Technology | |
| Instrumentation Technology | |
| Laser/Electro-Optics Technology | |
| Telecommunications Technology | |
| B. For Electronics Systems Technology <u>only</u> (This AAS = 50 LD plus 8 LD Math plus 18 UD credits toward the BAT.) | 58 LD + 18 UD |
| II. University/Academic General Education. | Required Credits |
| (12 hours may be used toward AAS general ed. requirements—consult AAS advisor. Also, see * and * * on back of this sheet.) | |
| A. For AAS programs listed above under I.A. | 34 LD * |
| B. For AAS in Electronics Systems Technology (Goal 3; Math is met through this AAS only.) | 31 LD * |
| III. Minimum Additional Academic Coursework. | Required Credits |
| A. For AAS programs listed above under I.A. (36 UD minimum required credits; 12 credits to support AAS. See * * over.) | 44 * * (38 UD) |
| B. AAS in Electronics Systems Technology (18 UD credits allowed for this AAS program, leaving only 18 UD minimum credits required; 12 credits to support AAS. See * * over.) | 29 * * (18 UD) |
| IV. Total Minimum Credits Required | |
| A. For BAT based on AAS programs listed under I.A. | 128 Total |
| B. For Electronics Systems Technology | 136 Total |

General Studies

The university's bachelor of general studies (BGS) degree program provides interdisciplinary study across the academic disciplines and professional fields. It is designed for nontraditional students whose age, place of residence, academic interest or career objectives dictate the need for an individualized university degree. There is no on-campus resident credit requirement. Degree candidates are assigned an academic adviser to assist in the design of an appropriate course of study. Students who intend to pursue graduate education should contact their adviser regarding the degree's applicability to that goal.

The objectives of the program are:

1. to meet the university's mission as a land-grant university to better serve the general educational needs of the state's citizens;
2. to provide nontraditional students an opportunity to earn a bachelor's degree while maintaining their family and/or employment responsibilities;
3. to provide an opportunity for a degree which encompasses and unites several disciplinary and professional areas; and
4. to provide students an opportunity to build upon the associate of arts and the associate in general studies degrees offered by two-year colleges.

Entrance Requirements

Must be admitted as a regular student.

Program Completion Requirements

1. A minimum of 124 credits must be earned with 40 or more credits in courses numbered 300 or above. A minimum of 45 credits must be completed in university courses (on-campus, off-campus, teleconference or correspondence). Sixty of the 124 total credits must be earned at four-year colleges and universities. A maximum of four credits applicable to the BGS may be earned in RPED activity courses (courses numbered 100-199).
2. A 2.0 cumulative GPA or higher for all courses attempted at the university and an overall 2.0 GPA or higher must be earned.
3. Courses in United States and Nevada Constitutions must be satisfactorily completed.
4. The ENGL 102 requirement must be completed.
5. Three credits of mathematics at the 105 level or higher be completed.
6. Sixty credits must be taken and distributed in the following manner:

Humanities and Fine Arts: (12 credits) ART 116, 117, 214, 257 (three credits only); ENGL 131, 235, 236, 241, 244, 253, 261, 281, 291, 292, 293; FR 221, 223; GER 221, 223; ITAL 221, 223; SPAN 221, 222, 223; HIST 105, 106; MUS 121, 201-202; PHIL 100, 110, 125, 130, 211, 213; THTR 100.

Natural Sciences: (12 credits) ANTH 102; BIOL 100, 101, 103, 160, 201, 202, 208, 212; CHEM 100, 101, 102, 201, 202; ENGR 204; GEOG 103; GEOL 101, 102, 160; HIST 282; MATH 103, 115, 211, 213, 215; PHYS 101, 106, 109, 110, 117, 151-152.

Social Sciences: (12 credits) ANTH 101, 201, 205; C J 110, 120; EC 101, 102; GEOG 106; HIST 101, 102, 111, 281; JOUR 101; P 5C 103, 104, 205, 210, 211, 231; PSY 101; SHR 220; SOC 101, 202, 205; SPCM 210; W S 101.

Communication and English Composition: (12 credits) ENGL 101, 102, 321; SPCM 113; CIS 201-202, 231, 253, 261; C S 183, 283, 285, 386; foreign languages through the intermediate level (205-209).

Colleges other than Arts and Sciences: (12 credits) Use of upper-division courses to fulfill these requirements must be approved by a student's adviser.

**Requirements: Bachelor of Arts, Bachelor of Science,
 Bachelor of Applied Science and Bachelor of Music Degrees**

To receive a Bachelor of Arts, Bachelor of Science, Bachelor of Applied Science, or Bachelor of Music degree, students must:

1. Complete all general education requirements.
2. Complete an approved major and its required supporting work.
3. Complete at least 128 approved hours, of which 40 hours must be in upper division (3000-4000 level) course work. No upper division credit will be granted for work taken in junior college(s), although the work may be counted toward the required total of 128 hours. Students may count no more than four credit hours of physical activity courses toward the 128-hour graduation requirement (except physical education and recreation majors). No more than 40 hours in a single discipline (for example: business, history, or music) will be counted toward the Bachelor of Arts degree.
4. Complete 30 hours of the degree program as residence credit at the Bolivar campus or at the locations in Mountain View or Springfield.
5. Earn an average of two grade points (2.0) for each credit hour's work attempted, including an average of two grade points (2.0) in their major field, and including at least a two-point average (2.0) on all work taken at Southwest Baptist University.
6. File at the office of the registrar on "Application for Graduation" at least four-months before the proposed date of graduation. (Graduation fee due at that time.)
7. Participate in the commencement exercise unless approved by the vice president for academic affairs.

**General Education Requirements:
 Bachelor of Applied Science,
 Associate of Applied Science**

| | | |
|--|----------------|----------------|
| Business & Community Leadership: | B.A.S. | A.A.S. |
| Economics 4003 (or approved alternative) | 3 hrs. | 0 hrs. |
| Political Science 1113 | 3 hrs. | 3 hrs. |
| Communications: | | |
| English Composition (1113, 1123, 2003, 2213) | 6 hrs. | 6 hrs. |
| Communication (oral) (1103 or 3393) | 3 hrs. | 3 hrs. |
| Computer Literacy: | | |
| Computer Science 1103 (or approved alternative) | 3 hrs. | 0 hrs. |
| Humanities: | | |
| Humanities 1003 | 3 hrs. | 0 hrs. |
| or | | |
| History (1000 or 2000 level course) | | |
| Science, Mathematics, or Foreign Language | | |
| Science, math (except 1102 and 1113) or language | 9 hrs. | 3 hrs. |
| Any combination including applied courses | | |
| Personal and Family Development: | | |
| Psychology, sociology, or Home Economics 4403 | 3 hrs. | 3 hrs. |
| Health and physical education (1061 and 1161) | 2 hrs. | 1 hr. |
| Religion: | | |
| Bible 1002 | 2 hrs. | 2 hrs. |
| Bible 1012 | 2 hrs. | 2 hrs. |
| Philosophy 4043 | 3 hrs. | 0 hrs. |
| TOTALS | 42 hrs. | 23 hrs. |

Comparison of Baccalaureate Degree Requirements

| <u>College/Program</u> | <u>Total Hours</u> | <u>General Education</u> | | | <u>Upper Division Hours</u> |
|---|--------------------|---|----------------------|--------------|-----------------------------|
| | | <u>Communications Humanities Social Science Fine Arts</u> | <u>Math/ Science</u> | <u>Total</u> | |
| <u>I. Marshall University</u> | | | | | |
| 1. Bachelor of Applied Science (proposed) | 128-130 | 33 | 12-14 | 45-47 | 45 |
| 2. College of Business | 128 | 37 | 16 | 53 | 45-57 |
| 3. College of Education | 128 | 34 | 11 | 45 | 45 |
| 4. College of Fine Arts | 128-138 | 27-36 | 11 | 38-47 | 48 |
| 5. College of Liberal Arts | 128 | 36-50 | 15 | 51-65 | 48 |
| 6. College of Science | 128 | 26-39 | 15 | 41-54 | 48 |
| MT | 131 | 12 | * | * | 54 |
| CSD | 128 | 33 | 17 | 50 | 42-48 |
| CYT | 131 | 15 | * | * | 55 |

* no distinction between gen. ed. and program req..
C-9

| College/Program | Total Hours | General Education | | | Upper Division Hours |
|--|-------------|--|--------------|-------|----------------------|
| | | Communications Humanities Social Science Fine Arts | Math/Science | Total | |
| 7. School of Nursing | 129 | 24 | 21? | 45 | 55 |
| II. WV Regents Bachelor of Arts (RBA) | 128 | 30 | 6 | 36 | 40 |
| III. Other States | | | | | |
| 10. Boise State Univ. Bachelor of Applied Science | 128 | 27-30 | 12 | 39-42 | 22? |
| 11. Texas (15 colleges) Bachelor of Applied Arts & Science | 130 | 29 (includes 2 P.E.) | 11 | 40 | 36 |
| 12. Southern Illinois U. Capstone Baccalaureate | 120 | 21 (includes 3 P.E.) | 9 | 30 | NA? |
| 13. SUNY-Utica Bachelor Prof. Specialization | 124 | 30 (includes 3 computers) | 10 | 40 | 30-48 |
| 14. Idaho State Univ. Bachelor of Applied Technology | 128-136 | ? | ? | 31-34 | 36 |
| 15. Univ. Nevada/Reno Bachelor of General Studies | 124 | 48 | 12 | 60 | 40 |

C-10

| <u>College/Program</u> | <u>Total Hours</u> | <u>General Education</u> | | | <u>Upper Division Hours</u> |
|---|--------------------|---|----------------------|--------------|-----------------------------|
| | | <u>Communications Humanities Social Science Fine Arts</u> | <u>Math/ Science</u> | <u>Total</u> | |
| 16. Southwest Baptist University Bachelor of Applied Science | 128 | 33 (includes 3 computers) | 9 | 42 | 40 |

Appendix D
Planning Reports

1. Related Marshall University Coursework AAS/BAS

| Community & Technical College AAS Programs | Related Upper Division Coursework |
|---|---|
| 1. Accounting Management Technology Banking and Finance Office Technology | Accounting, Economics, Finance, Management, Marketing |
| 2. Computer Technology | Computer and Information Science (New name: Computer Science & Software Development) |
| 3. Electronics Technology Engineering Technology | Mathematics, Physical Science, Physics |
| 4. Legal Assistant Police Science | Criminal Justice |
| 5. Automotive Technology Aviation Technology Medical Record Technology Occupational Development Radiologic Technology | None. However, these are small programs representing fewer than 5% of our 1800 Community & Technical College students. |

2. Course Availability Report
 Fall 1992 Census Date Enrollment
 Junior/Senior Courses -- Selected Subjects

| <u>Subject</u> | <u>Different Courses Taught</u> | <u>Total Number of Sections</u> | <u>Sections With 3+ spaces available</u> | <u>% Sections with 3+ spaces</u> |
|---------------------------------|---------------------------------|---------------------------------|--|----------------------------------|
| 1. Accounting | 10 | 15 | 8 | 53 |
| 2. Computer Information Systems | 7 | 7 | 7 | 100 |
| 3. Criminal Justice | 11 | 14 | 4 | 29 |
| 4. Economics | 10 | 11 | 11 | 100 |
| 5. Finance | 13 | 28 | 21 | 75 |
| 6. Management | 13 | 39 | 27 | 70 |
| 7. Marketing | 10 | 22 | 19 | 86 |
| 8. Mathematics | 7 | 7 | 7 | 100 |
| 9. Physics/Physical Science | <u>6</u> | <u>6</u> | <u>6</u> | <u>100</u> |
| TOTALS | 87 | 149 | 110 | 74% |

Appendix D
Planning Reports
3. Student Interest Survey



COMMUNITY AND TECHNICAL COLLEGE
400 Hal Greer Boulevard
Huntington, West Virginia 25755-2700
304/696-3646 800/642-3437

January 27, 1993

Dear Community and Technical College Student:

Marshall University is exploring a new four-year baccalaureate degree program designed to serve both employers and community college graduates. Would you please tell us if you are interested?

A. Employer Needs

Several recent reports have indicated West Virginia colleges should do more to prepare students for employment. For example, "Building for a New Century" by the Carnegie Foundation and Governor Caperton's "Higher Education Advocacy Team (HEAT)" both addressed this issue.

B. Student Needs

Community colleges generally offer two types of Associate Degree programs. The first type, called "baccalaureate parallel," is designed to be the first two years of traditional Bachelor of Arts (BA) and Bachelor of Science (BS) programs. This type program leads, correspondingly, to an Associate of Arts (AA) or Associate of Science (AS) degree.

The second type program, called "career/technical," is designed to prepare students for work at the two-year Associate Degree level. This type program leads to the Associate of Applied Science (AAS) degree. At present, there is no corresponding four-year degree, no Bachelor of Applied Science (BAS) offered in West Virginia.

Here at Marshall, the CTC offers only AAS programs. If students want AA/AS transfer programs, they enroll directly in one of Marshall's baccalaureate colleges.

None-the-less, some AAS graduates decide to pursue a baccalaureate degree. However, because of marked differences between non-traditional (from the baccalaureate viewpoint) AAS programs and traditional BA/BS baccalaureate programs, these students experience transfer problems. Some AAS courses don't apply to BA/BS programs.

STUDENT INTEREST SURVEY
Bachelor of Applied Science Degree
February 1993

I. Identification

Name: 243 responses SSN: _____
Accounting, Management Tech., Banking and Finance, Office Tech.,
 Major: Computer Tech., Electronics Tech., Engineering Tech., Legal Assista

II. Initial Academic Goals
(Why did you initially select CTC program?)

| <u>Initial Goal (check one)</u> | | <u>Purpose (check one)</u> | |
|---------------------------------|-----------------------------------|------------------------------|-----|
| 76% | <u>5</u> Take class(es) | <u>28</u> personal interest | 12% |
| | <u>2</u> Earn one-yr. Certificate | <u>199</u> prepare for job | 80% |
| | <u>178</u> Earn two-year degree | <u>11</u> job promotion | 4% |
| 24% | <u>51</u> Earn four-year degree | <u>11</u> Other: _____ | 4% |
| | <u>4</u> Earn advanced degree | (explain) | |
| | <u>3</u> Other: _____ | (Several multiple responses) | |
| (explain) | | | |

III. Present Academic Goals
(Now that you have attended CTC, what are your goals?)

| <u>Present Goal (check one)</u> | | <u>Purpose (check one)</u> | |
|---------------------------------|-----------------------------------|------------------------------|-----|
| 47% | <u>3</u> Take class(es) | <u>22</u> personal interest | 9% |
| | <u>1</u> Earn one-yr. Certificate | <u>192</u> prepare for job | 77% |
| | <u>111</u> Earn two-year degree | <u>27</u> job promotion | 11% |
| 53% | <u>101</u> Earn four-year degree | <u>8</u> Other: _____ | 3% |
| | <u>22</u> Earn advanced degree | (explain) | |
| | <u>5</u> Other: _____ | (Several multiple responses) | |
| (explain) | | | |

IV. Student Interest in Bachelor of Applied Science degree

A. Do you like and support the BAS idea in general?
(Check one)

| | |
|----------------------------|-------|
| <u>191</u> Yes, definitely | } 95% |
| <u>40</u> Yes, probably | |
| <u>10</u> Neutral | 4% |
| <u>2</u> Probably not | } 1% |
| <u>-</u> Definitely not | |

B. Do you think you would enroll in BAS program?
(Check one)

| | |
|---------------------------|-------|
| <u>95</u> Yes, definitely | } 72% |
| <u>78</u> Yes, probably | |
| <u>52</u> Neutral | 21% |
| <u>10</u> Probably not | } 7% |
| <u>8</u> Definitely not | |



Planning Reports
4. Survey of Potential Employers

COMMUNITY AND TECHNICAL COLLEGE
400 Hal Greer Boulevard
Huntington, West Virginia 25755-2700
304/696-3646 800/642-3437

January 28, 1993

Dear :

Once again, we are turning our Program Advisory Committee members for advice.

Marshall University is exploring a new baccalaureate degree program designed to serve both employers and community college graduates. We are now in the process of determining student interest. Please review the enclosed information.

In a few days, one of our faculty will give you a call to discuss this new degree. We are especially interested in your opinion. Do you think this is a good program? Would employers be interested in hiring graduates of the program? Do you see any problems?

Thank you very much for your assistance. We will keep you posted on the status of this program.

Sincerely,

David Wilkin, Dean

DW/dc

Enclosure

BAS DEGREE

Report from Advisory Committee

Accounting, Banking & Finance, Computer Tech.,
Which Advisory Committee: Engineering Tech., Electronics Tech., Legal Assistant,
Management Tech., Office Tech.

A few days ago, we mailed you a proposal for a Bachelor of Applied Science Degree. We need your advice for completing this proposal.

1. Do you think this would be a good program?

43 Yes, definitely
12 Yes, probably
1 Neutral
 Probably not
 Definitely not

2. Do you think employers would be interested in hiring graduates of this program?

41 Yes, definitely
13 Yes, probably
2 Neutral
 Probably not
 Definitely not

3. Would this program make the graduate more competitive in getting a job compared with having only a 2-year degree?

51 Yes, definitely
3 Yes, probably
2 Neutral
 Probably not
 Definitely not

4. Do you see any problems?

See Attached

5. Do you have other comments?

See Attached

4. Do you see any problems?

Getting employers to understand program (4)
Possible over qualification
4-yrs. vs. 2-yrs.: May not be an edge (3)
Competition with 2-yr. grads seeking jobs
None if practical and administered correctly
No/None (12)
Economic Conditions
Maybe cost

5. Do you have other comments?

Should have been done long ago (3)
Opportunity for (company employees)
This is something students need (3)
Big advantage
Need to teach "how to work"
Students need to expand area of location (to find work)
Good/Excellent Idea (4)
Will make MU a better university
Employers looking for route to increased training
When will program come on-line?
Will add in-field academic work
Benefit to community

FIVE-YEAR PROJECTION OF TOTAL OPERATING RESOURCES REQUIREMENTS*

| | First Year FY(19 <u>94</u>) | Second Year FY(19 <u>95</u>) | Third Year FY(19 <u>96</u>) | Fourth Year FY(19 <u>97</u>) | Fifth Year FY(19 <u>98</u>) |
|--|------------------------------------|-------------------------------------|------------------------------------|-------------------------------------|------------------------------------|
| A. FTE POSITIONS | | | | | |
| 1. Administrators | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> |
| 2. Faculty (Part Time)* | <u>0</u> | <u>0</u> | <u>0.2</u> | <u>0.3</u> | <u>0.4</u> |
| 3. Graduate Assistants | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> |
| 4. Other Personnel: | | | | | |
| a. Clerical Workers | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> |
| b. Professionals | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> |
| B. OPERATING COSTS(Appropriated Funds Only) | | | | | |
| 1. Personal Services: | | | | | |
| a. Administrators | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> |
| b. Faculty Members (Part Time)* | <u>0</u> | <u>0</u> | <u>\$2,000</u> | <u>\$3,000</u> | <u>\$4,000</u> |
| c. Graduate Assistants | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> |
| d. Non-Academic Personnel: | | | | | |
| Clerical Workers | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> |
| Professionals | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> |
| Total Salaries | <u>0</u> | <u>0</u> | <u>\$2,000</u> | <u>\$3,000</u> | <u>\$4,000</u> |

APPENDIX E

University System Administrative Bulletin No. 23

FORM 1

Page 1 of 1

**FIVE-YEAR PROJECTION OF
PROGRAM SIZE**

| | First Year (19 <u>94</u>) | Second Year (19 <u>95</u>) | Third Year (19 <u>96</u>) | Fourth Year (19 <u>97</u>) | Fifth Year (19 <u>98</u>) |
|--|--|-----------------------------------|----------------------------------|-----------------------------------|----------------------------------|
| Number of Students Served through Course Offerings of the Program: | There are no special BAS program courses. Rather, BAS students take existing general education and technical specialization courses. | | | | |
| Headcount | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> |
| FTE | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> |
| Number of student credit hours generated by courses within the program (entire academic year): | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> |
| Number of student credit hours generated by majors in the program (entire academic year): | <u>300</u> | <u>600</u> | <u>780</u> | <u>990</u> | <u>1200</u> |
| Number of Majors: | | | | | |
| Headcount | <u>15</u> | <u>30</u> | <u>40</u> | <u>50</u> | <u>60</u> |
| FTE majors | <u>10</u> | <u>20</u> | <u>26</u> | <u>33</u> | <u>40</u> |
| Number of degrees to be granted (annual total) | <u>-</u> | <u>7</u> | <u>10</u> | <u>13</u> | <u>15</u> |

FIVE-YEAR PROJECTION OF TOTAL OPERATING RESOURCES REQUIREMENTS*

| | First Year (19 <u>94</u>) | Second Year (19 <u>95</u>) | Third Year (19 <u>96</u>) | Fourth Year (19 <u>97</u>) | Fifth Year (19 <u>98</u>) |
|---|----------------------------------|-----------------------------------|----------------------------------|-----------------------------------|----------------------------------|
| 2. Current Expenses | <u>\$75</u> | <u>\$150</u> | <u>\$200</u> | <u>\$250</u> | <u>\$300</u> |
| 3. Repairs and Alterations | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> |
| 4. Equipment: | | | | | |
| Educational Equip. | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> |
| Library Books | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> |
| 5. Nonrecurring Expense (specify) <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> |
| Total Costs | <u>\$75</u> | <u>\$150</u> | <u>\$2,200</u> | <u>\$3,250</u> | <u>\$4,300</u> |

C. SOURCES

| | | | | | |
|---|-------------|--------------|----------------|----------------|----------------|
| 1. General Fund Appropriations (Appropriated Funds Only) | <u>\$75</u> | <u>\$150</u> | <u>\$2,200</u> | <u>\$3,250</u> | <u>\$4,300</u> |
| 2. Federal Government (Nonappropriated Funds Only) | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> |
| 3. Private and Other (specify) | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> |
| Total All Sources | <u>\$75</u> | <u>\$150</u> | <u>\$2,200</u> | <u>\$3,250</u> | <u>\$4,300</u> |

*Explain your Method for Predicting the Numbers

* May be necessary, depending on enrollment and distribution of students. Each course taught by a part-time faculty is budgeted at \$1,000 salary.