UNIVERSITY OF NEW BRUNSWICK Saint John
Bachelor of Applied Health (BAH) Proposal
(Articulated Program)

DEFINITION: An articulated program is a substantively new program articulating components of a post-secondary program delivered by one institution with components of a program delivered by another. The general aim of such programs is to expand the opportunities for graduates to acquire both occupation-specific and general post-secondary education competencies. The institutions involved generally grant two different types (levels) of credentials. The institutions will generally be a community college and a university; however, other education providers (publicly or privately funded) could also be involved. (Policy on Quality Assurance, MPHEC, May 2005)

A new university-level program includes any program not currently offered or accounted for under the existing (MPHEC approved) academic program and credential structures at the University of New Brunswick. (Policy on Quality Assurance, MPHEC, May 2005)

For further information regarding what constitutes a new vs. a modified program please refer to the “Guidelines for Completing Proposal for a New University-Level Program” or “Guidelines for Completing Proposal for the Modification or Termination of a Program.”

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I. PROGRAM IDENTIFICATION

1. Institution(s)/Faculty(ies)/School(s)/Department(s)
   Faculty of Science, Applied Science and Engineering
   UNB Saint John

2. Program name and level
Bachelor of Applied Health (BAH)
Undergraduate Degree

3. Credential(s) granted (provide justification)

The degree granted will be a Bachelor’s degree in Applied Health (BAH). Students accepted into this program will have already successfully completed the requirements of a two-year diploma in a health discipline in an accredited program in the College system. They will then complete two years of course work within the Faculty of Science, Applied Science and Engineering at UNB Saint John. The combination of applied/skills-based education from the approved professional program and the complementary education from the University provides the basis on which the applied health degree is offered.

4. Proposed starting date

September 2009

II. PROGRAM DESCRIPTION

1. Program objectives

- To provide a mechanism for healthcare professionals to continue their education and complete a Bachelor’s degree after completing their discipline-specific training.
- To provide healthcare professionals with exposure to some of the necessary knowledge and education to work effectively on interprofessional teams within the evolving healthcare system.
- To provide another option for lifelong learning activities.

2. Overall structure and duration of the program (provide justification)

The Bachelor of Applied Health degree will be a minimum four year program comprising two years completed at the college level and two final years completed at UNB Saint John. Entering students will have already successfully completed a minimum two year diploma program in a health discipline in an accredited program at a recognized college. The third and fourth years of the program will be completed at UNB Saint John. Students will take a combination of core and elective courses depending on an assessment by the Faculty of Science, Applied Science and Engineering of the content of the diploma with which they are entering.

3. Anticipated student outcomes and their relevance
i. Identification of learning outcomes and their relevance to the proposed program, such as critical thinking skills, breadth and depth of knowledge, attitudes, beliefs, communication skills, analytical/problem-solving skills, occupation/licensing/accreditation requirements, writing skills, etc.

The program will provide students with access to a set of broadening courses outside the confines of the diploma program that they have completed. This added educational breadth will include both broader health system issues and issues which are essential to understanding the context in which decisions in health care are made. It will not in general include occupation/licensing/accreditation requirements as the student will have had exposure to these in their diploma program.

ii. Identification of graduates’ outcomes and their relevance to the proposed program, such as further education or graduate study, employability, licensing, accreditation, etc.

Graduates will have a broader view of the Canadian health system and the context in which it operates. This program is not intended as an entry to practice qualification. Rather, where individuals who have completed the appropriate diploma program for entry to practice, the BAH program allows them to obtain additional education which will be particularly useful for those intending to move into managerial or decision making roles, and for those requiring enhanced education for roles for evidence-informed practice.

iii. Identification of other outcomes and their relevance to the proposed program, such as team building, leadership, social citizenship, etc.

Students’ outcomes will include exposure to the interprofessional approach to health services (UNB Saint John has incorporated interprofessional education approaches in its health programs), improved understanding of evidence-based decision making (basic sciences, statistics, research, etc) and the individual and social context of health (communications, healthcare systems, ethics, health psychology).

4. Admission requirements, standards, etc.

Students will hold a diploma from a recognized institution. This diploma must be from a health sciences or health profession program approved by the Faculty of Science, Applied Science and Engineering at UNB Saint John as relevant and appropriate to the Bachelor of Applied Health Degree. Students eligible for entrance to the BAH degree will have completed their diploma program with a minimum overall average of 70% and no grade below a 65% in specific courses identified by the Faculty of Science, Applied Science and Engineering at UNB Saint John as comprising the entrance requirements to the degree programs.
Once accepted into the BAH program student progress, standing and completion will follow UNB guidelines for undergraduate programs. UNB Saint John language requirements for health programs will apply.

5. (a) Listing of all required courses. Attach proposed calendar entry for each new course. (Required courses for a program must not include courses for which students would not likely have the pre-requisite requirements.)

The following lists include the core requirements that a student would be required to complete for a BAH degree. All core course requirements are existent. Students who have completed courses in any of these areas at a level judged to be appropriate may be permitted to substitute alternate UNB degree credit courses as approved by the Faculty of Science, Applied Science and Engineering and following general practice as applied to all degree programs.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Name</th>
<th>Credit Hours</th>
<th>Existent / Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 1003/1004</td>
<td>Introduction to Psychology (I &amp; II)</td>
<td>6</td>
<td>E</td>
</tr>
<tr>
<td>STAT 2263</td>
<td>Stats for Health Sciences</td>
<td>3</td>
<td>E</td>
</tr>
<tr>
<td>PHIL 1053</td>
<td>Introduction to Logic</td>
<td>3</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td>Basic Sciences (Biology, Chemistry, Physics and Math courses) approved by the Dean</td>
<td>18</td>
<td>E</td>
</tr>
<tr>
<td><strong>Year 2:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSCI 2001</td>
<td>Introduction to Health</td>
<td>3</td>
<td>E</td>
</tr>
<tr>
<td>HSCI 3032</td>
<td>Interprofessional Communictaions</td>
<td>3</td>
<td>E</td>
</tr>
<tr>
<td>HSCI 4091</td>
<td>Health Science Research</td>
<td>3</td>
<td>E</td>
</tr>
<tr>
<td>HSCI 4144</td>
<td>Canadian Health Care System</td>
<td>3</td>
<td>E</td>
</tr>
<tr>
<td>PHIL 3133/3134</td>
<td>Health Care Ethics I and II</td>
<td>6</td>
<td>E</td>
</tr>
<tr>
<td>PSYC 3033</td>
<td>Health Psychology</td>
<td>3</td>
<td>E</td>
</tr>
</tbody>
</table>

Minimum Grade Acceptable in all BAH courses = C
This compares to the core requirements of the Bachelor of Health Sciences as follows:

<table>
<thead>
<tr>
<th>BHS</th>
<th>BAH</th>
<th>Area/Topic</th>
<th>Credit Hours</th>
<th>MGA *</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1105</td>
<td>BIOL 1105</td>
<td>Biological Principles, Part I</td>
<td>3</td>
<td>C</td>
</tr>
<tr>
<td>BIOL 1205</td>
<td>BIOL 1205</td>
<td>Biological Principles, Part II</td>
<td>3</td>
<td>C</td>
</tr>
<tr>
<td>BIOL 1017</td>
<td>BIOL 1017</td>
<td>Applications in Biology, Part II</td>
<td>2</td>
<td>C</td>
</tr>
<tr>
<td>MATH 1001</td>
<td>MATH 1001</td>
<td>Mathematics for Life Sciences</td>
<td>3</td>
<td>C</td>
</tr>
<tr>
<td>CHEM 1001</td>
<td>CHEM 1001</td>
<td>General Chemistry I</td>
<td>3</td>
<td>C</td>
</tr>
<tr>
<td>CHEM 1046</td>
<td>CHEM 1046</td>
<td>Introductory Chemistry Lab I</td>
<td>2</td>
<td>C</td>
</tr>
<tr>
<td>CHEM 1072</td>
<td>CHEM 1072</td>
<td>General Chemistry II</td>
<td>3</td>
<td>C</td>
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<tr>
<td>CHEM 1077</td>
<td>CHEM 1077</td>
<td>Introductory Chemistry Lab II</td>
<td>2</td>
<td>C</td>
</tr>
<tr>
<td>PHYS 1010</td>
<td>PHYS 1010</td>
<td>Elements of Physics</td>
<td>6</td>
<td>C</td>
</tr>
<tr>
<td>PHYS 1020</td>
<td>PHYS 1020</td>
<td>Experiments in Physics</td>
<td>4</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Biology, Chemistry, Physics and Math courses</td>
<td>18</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Dean-approved)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 1003</td>
<td>PSYC 1003</td>
<td>Introductory Psychology I</td>
<td>3</td>
<td>C</td>
</tr>
<tr>
<td>PSYC 1004</td>
<td>PSYC 1004</td>
<td>Introductory Psychology II</td>
<td>3</td>
<td>C</td>
</tr>
<tr>
<td>BA 2504</td>
<td></td>
<td>Intro to Organizational Behaviour</td>
<td>3</td>
<td>C</td>
</tr>
<tr>
<td>PHIL 1053</td>
<td>PHIL 1053</td>
<td>Intro to Logic</td>
<td>3</td>
<td>C</td>
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<td>PSYC 3033</td>
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<td>3</td>
<td>C</td>
</tr>
</tbody>
</table>

* MGA = Minimum Grade Acceptable

(b) Listing of all elective courses and the required prerequisites, if any. Attach proposed calendar entry for each new course.

In addition to the core courses shown above, BAH students would also be expected to complete:

- 3 credit hours in one of the following upper level Psychology options: PSYC 3383 (Perception), PSYC 3693 (Cognitive Processes), PSYC 3711 (Biological Psychology), PSYC 3723 (Intro to Human Neuropsychology, PSYC 3724 (Introduction to Clinical Neuropsychology), or PSYC 3752 (Drugs & Behaviour). (Existing Courses Prerequisites PSYC 1003/1004)
- 9 credit hours in upper level Psychology, Biology or Health Science courses, and
- 3 credit hours of Computer Science or Information Technology courses, and
- 3 credit hours of approved electives at any level.

6. Other special requirements such as thesis, practicum, internship, etc.

The curriculum for the BAH degree does not include a special requirement. However, it is important to note that while an internship or practicum is not a requirement, many of the diplomas offered by colleges/institutions do include some type of “hands on” component and/or are focused on job readiness of the graduate. Many of the students entering the BAH program would have already attained this type of experience and many will have applicable work experience prior to entering the BAH.

7. Method of program delivery; e.g., traditional classroom, distance education, cooperative education, or a combination.

Delivery of the university component of the BAH degree will mirror the methods employed to deliver the Bachelor of Health Sciences program which consists primarily of traditional classroom delivery.

8. In the case of a graduate program, an indication of whether a program is a research-based program or professional program, thesis-based or course-based.

N/A

III. HUMAN AND PHYSICAL RESOURCE IMPLICATIONS

1. Utilization of existing resources in the first five years of the new program:
   
a) Academic staff

   Teaching: Students will be integrated into existing courses however if student demands exceed course capacity in heavily subscribed courses such as the HSCI courses, it may be necessary to open additional sections of these courses (see Financial Implications below).

   Administrative: For each new professional program reviewed for inclusion we estimate approximately 5 hours of faculty time to assess course and program content. It is envisioned that programs of study from colleges will be reviewed for block transfer, thus requiring program reviews only every 3-5 years. This would negate the requirement to review the program of each individual student.

b) Support staff
Program Assessment: We estimate approximately five hours of staff time to coordinate and manage assessment for each program reviewed.

Admissions Assessment: We estimate approximately 45 minutes per student to check core course grades, make recommendations for programs of study and communicate with the admissions office.

Advising/Tracking: We estimate approximately 1.5 hours per student per year to properly track students, ensure they are properly advised regarding their program, and communicate any necessary changes to make offers of support as needed.

These activities complement the job duties of existing staff members.

c) Library

The addition of students may cause an incremental increase in demand for access but this is not expected to be significant. Resources, including electronic ones, are already available to support the required courses as these courses are routinely offered.

d) Space (classroom, office, laboratory)

As mentioned previously these students will be absorbed into existing course sections. Resources will become an issue only as a result of growth in student numbers as is true of all of our degree programs.

e) Equipment

The incremental increase on student on-campus computer access is not expected to be significant. Additionally, the majority of students now own or have access to personal computer equipment which lessens demand on University equipment. As students will be absorbed into existing sections, no additional classroom teaching equipment will be required.

f) Other

No other resource implications are anticipated.

2. **Additional** resource requirements during first five years:

   a) Academic staff

   No other resource implications are anticipated.

   b) Support staff

   No other resource implications are anticipated.
c) Library

No other resource implications are anticipated.

d) Space (classroom, office, laboratory)

No other resource implications are anticipated.

e) Equipment

No other resource implications are anticipated.

f) Other

No other resource implications are anticipated.

3. Impact on other programs (including elimination or reduction in scope) due to the use of these resources (as described in Sections III.1, 2 above) for this program.

There should be no impact on student enrolments in other programs offered at UNB Saint John. The target market for this program is students who have graduated from a College or Professional program. This market is different from the target market for the BHS program which includes high school graduates and students already enrolled in one of our programs. It will complement the other health science programs offering an alternative for those in college diploma or institution programs that do not fit the Health Science degree currently offered at UNB Saint John.

4. Estimate of resource needs and allocation beyond first five years of the new program.

Resource needs and allocations will be directly related to growth of the program. Decisions may need to be made regarding admission caps based on an analysis of capacity versus incremental revenue.

IV. FINANCIAL IMPLICATIONS

1. Projection of the incremental costs for the program for its first five years:
a) Academic salaries

This will be dependent on the growth of the program. It is anticipated that up to 5 students would be admitted each academic year and can be absorbed into existing courses/sections. Given the current high enrollment in many of the Nursing/Health Sciences courses, any significant enrollment increase beyond the five students would required that the courses be sectioned. These additional sections of existing courses would need to be offered at a cost of approximately $5000 per stipend.

b) Other salaries

Economies of scale for assessment and advising should be realized as the program matures.

c) Equipment

No other resource implications are anticipated.

d) Library acquisitions

No other resource implications are anticipated.

e) Space (classroom, office, laboratory)

This will be dependent on the growth of the program. It is anticipated that up to 5 students annually can be absorbed into existing courses/sections. For increases above this number, an additional section of the required BAH courses would need to be offered and classroom space scheduled.

f) Other

No other resource implications are anticipated.

2. Proposed cost recovery/revenue strategy (as per UNB policy).

Tuition fees from new students are expected to cover any additional costs related to this program given that resources required to mount the program are already in existence and any additional requirements will be due to growth in student numbers.

3. Expectation in terms of additional capital or operating funding.
Should growth warrant additional sections it is expected that at minimum a stipendiary allocation will be made to the Faculty of Science, Applied Science and Engineering.