

## **Bachelor of Applied Science Implementation Taskforce**

### **Committee Members:**

Jim Dunne, Provost's Office

Terry Dale Cruse, Meridian Campus

Susan Seal, Center for Distance Education

Kari Babski-Reeves, Bagley College of Engineering

Kevin Rogers, College of Business

Rick Travis, College of Arts and Sciences

Tim Chamblee, Office of Institutional Research and Effectiveness (Retired)

John Dickerson, Admissions/Enrollment and Registrar's Office

Les Potts, Budget and Finance

Peter Ryan, Chair of Taskforce

### **The Provost asked the taskforce to address the following:**

1. Develop a curriculum and promotional materials that can be used in recruiting for the overarching degree program.
2. Explore how we can eliminate competition between campuses (Starkville, Meridian, Online, and Coast) through changes in reporting structure to allow enrollment to be shown by discipline as well as by location.
3. Realignment of tuition between the various campuses to avoid students paying differential rates, especially when they are mixing "campuses".
4. Carefully consider the funding model for online, considering how these funds are currently used. (This is a larger question than just BAS, but must be addressed in the context of the BAS program).

The committee met for the first time on October 8, 2019 and the following is a summary of the progress made.

### **1) Develop a curriculum and promotional materials that can be used in recruiting for the overarching degree program.**

- a) The initial discussion focused on acceptance of technical credits that an AAS students would bring into the BAS program and how these credits would be assessed to satisfy SACSCOC standards to apply toward a baccalaureate degree. Dr. Chamblee provided guidance on this point.
- b) Based on insights from Dr. Cruse and how technical credits are applied to the BAT degree on the Meridian campus, it was determined that most AAS credits satisfy the academic content standard to apply toward a baccalaureate degree, but there are some technical credits offered at the Community Colleges that an AAS graduate may have earned that would not apply.
- c) A recommendation was made to seek assistance through the IHL from the Community College System to help identify those AAS technical credits that would meet the academic content standard.
- d) Following subsequent discussions on October 31 with the Provost, Drs. Seal, Cruse, Chamblee, Dickerson, and Ryan it was determined that Ms. Kristi Dearing (Meridian Campus) and Ms. Kali Dunlap (Center for Distance Education) would review initially all AAS transcripts of admitted AAS students and forward their CAPP to Dr. Richard Damms, Head-Division of Arts and

Sciences, to review and approve the technical credits and apply them toward the BAS. Dr. Damms has been performing this review for some years for the BAT program.

- e) It was recommended that IHL institutions share what information they have in their Registrar's database on approved technical credits with sister institutions. In subsequent discussions, it has been learned that several of the IHL institutions, including MSU, already have a database housing approved technical credits that can be applied toward a baccalaureate degree, but those databases may not be complete at this time.
- f) Dr. Ryan shared with the committee that several colleges and departments had expressed an interest in offering emphasis areas to support the BAS. Initially, twenty seven emphasis areas have been identified with curricula outlines. Currently, there are thirty nine being offered. Building Construction Science and Vet Technology are not ready to accept students as they are still in the planning phase.

### **Proposed Emphasis Areas for the BAS Degree by College**

#### **CALS (13)**

Agricultural Education, Leadership, and Communication (two emphasis area options available)  
Agricultural Engineering, Technology and Business (one emphasis area only)  
Agricultural Machinery (two emphasis area options only, 15+ hours)  
Agronomy (three emphasis area curricula options)  
Animal and Dairy Sciences/Equine Science (two emphasis area options available)  
Biochemistry (three emphasis area curricula options)  
Environmental Sciences in Agricultural Systems (three emphasis area curricula options)  
Entomology (three emphasis area curricula options)  
Horticulture (three emphasis area curricula options)  
Health Promotion (10-15 hours options)  
Forensics (two emphasis area curricula options)  
Fashion Design and Merchandising - Retail (18 hours, will require a student take 12 credit hours in the second emphasis area)  
Plant Pathology (two emphasis area options available)

#### **CAAD (1)**

Building Construction Science (Department planning as potential option in the future)

#### **CA&S (11)**

Communication/Broadcast  
Communication/Theatre  
Criminology  
Sociology  
Geosciences  
    Meteorology/Climatology  
    Professional Geology  
    Geography  
    Geospatial Focus

History

Psychology  
Social Work (Online only)

**COB (1)**

General Business (Maximum 15 hours)

**BCOE (2)**

Cybersecurity

Software Engineering (pending)

Operations Management Engineering (Maximum of 15 hours)

**COE (5)**

Educational Psychology (Starkville and Online Curricula)

General Technology (Starkville, Online)

Kinesiology (Starkville and Online Curricula)

Manufacturing Fundamentals (Starkville and Online Curricula)

Veterans' Certificate (Starkville and Online Curricula)

**CFR (4)**

Environmental Conservation

Forestry

Sustainable Bioproducts

Wildlife, Fisheries and Aquaculture

**CVM (1)**

Veterinary Medical Technology (Department planning as potential option in the future)

**Meridian Campus (6)**

Educational Psychology (Meridian campus only curricula)

Event and Hospitality (Meridian campus only)

General Business

Healthcare Services (Meridian campus only)

Kinesiology (Meridian campus only curricula)

Special Education (Meridian campus only curricula)

- 2) **Explore how we can eliminate competition between campuses (Starkville, Meridian, Online, and Gulf Coast) through changes in reporting structure to allow enrollment to be shown by discipline as well as by location.**
  - a) There was some discussion on this topic, but it was determined that the committee needed to come back and revisit this topic.
  
- 3) **Realignment of tuition between the various campuses to avoid students paying differential rates, especially when they are mixing “campuses”.**
  - a) There was some discussion on this topic, but it was determined that the committee needed to come back to this topic as it also may involve consultation with Dr. Paul McKinney due to Financial Aid, FASFA and Pell grants concerns.
  - b) Dr. Rick Travis at a different meeting, proposed harmonizing Campus 2 tuition with that of Campus 1, and give a discount (for example 10%) to Campus 2 students. In that way, if a Campus 1 or Campus 5 student needed to take a Campus 2 course, they would be billed the Campus 1 tuition rate. This would reduce the confusion with regard to tuition for face-to-face instruction courses.
  
- 4) **Carefully consider the funding model for online, considering how these funds are currently used. (This is a larger question than just BAS, but must be addressed in the context of the BAS program).**
  - a) There was some discussion on this topic. Dr. Seal shared a summary of a discussion that was held prior to this meeting on a series of options as outlined in the table below. The net result would be that any change would result in a significant loss of revenue to the university.

<b>Option</b>	<b>Portion of online tuition and fees to be paid by Campus 1 student taking Campus 5 courses (per semester).</b>	<b>Revenue from Fall 2018 through Summer 2019 of Campus 1 students taking Campus t courses</b>
Option 1	No Change	\$6,452,301
Option 2	Pay distance fees on all online courses.	\$867,030
Option 3	Pay no distance fees on up to two online courses, pay distance fees only for three or more courses.	\$84,103
Option 4	Pay tuition for up to two online courses, pay fees for all online courses.	\$1,416,914
Option 5	Pay no extra tuition or distance fees on any online courses.	\$0.00
Option 6	Pay no tuition or distance fees on up to two online courses, pay tuition and distance fees on three or more online courses.	\$633,987

**Recommendations/Outcomes:**

1. Develop a curriculum and promotional materials that can be used in recruiting for the overarching degree program.
  - o This task has been completed for all emphasis areas currently available (see attached curricula document). Currently, there are 39 emphasis areas (see below) offered through seven of the eight colleges as in-person or online options. It is anticipated that new

emphasis areas will be added as departments create the curricula. Potential candidate areas include Veterinary Medical Technology and Building Construction Science emphasis areas.

- The program has also been promoted by OPA with the following postings <https://www.msstate.edu/students/bachelor-of-applied-science> and <https://www.msstate.edu/newsroom/article/2020/04/multiple-emphasis-areas-within-msus-bachelor-applied-science-program-give>
  - The official Landing Page for the BAS was created by OPA and can be found at <https://www.msstate.edu/bas>
  - 13 of the 14 Community Colleges have signed a MOA on the BAS degree program with MSU. Dr. Cruse and Dr. Seal are working on two external community college agreements. The agreement with Bishop State Community College, Mobile, AL., was signed July 27, 2020.
2. Questions 2-4 were tabled as these points are part of the scope of the Online Taskforce. Should that taskforce propose a new financial model for tuition across all campuses, then these three points will, to all intents and purposes, be resolved as they are so intertwined.
- Explore how we can eliminate competition between campuses (Starkville, Meridian, Online, and Coast) through changes in reporting structure to allow enrollment to be shown by discipline as well as by location.
  - Realignment of tuition between the various campuses to avoid students paying differential rates, especially when they are mixing “campuses”.
  - Carefully consider the funding model for online, considering how these funds are currently used. (This is a larger question than just BAS, but must be addressed in the context of the BAS program).