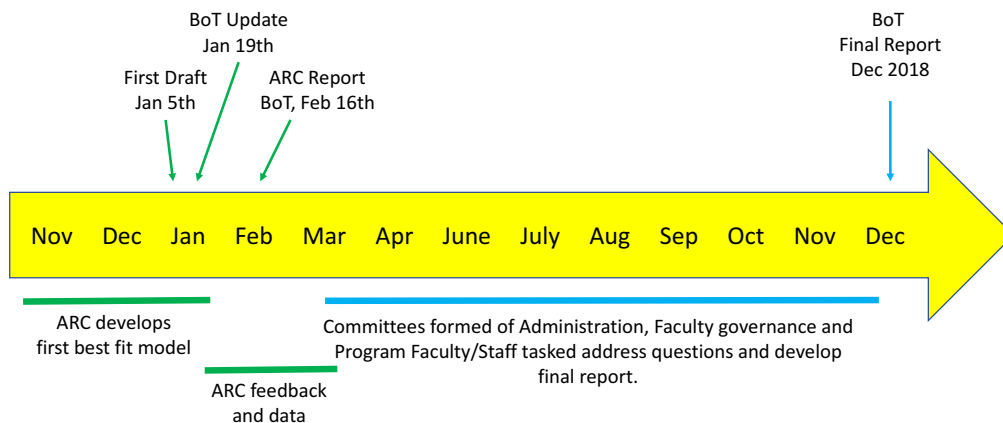


# Academic Organization Review Steering Committee (ARC) Report

The Academic Reorganization Committee’s (ARC) work focused on an understanding of WSU’s health and health services capabilities and future regional/student market/need/success. To this end, ARC recognized early in its process that WSU has many assets in the health services field. The initial effort of the steering committee has been directed towards the construction of a ‘first best fit’ proposal around which data can be collected for review and subsequent refinement.

The proposal which follows is the ARC’s suggested reorganization which seeks to accomplish the charge given to the committee. The committee’s intent is that this proposal serve as a model to collect data to begin a determination of whether or not such a reorganization is in the best interest of the University, at this time. Furthermore, it is the committee’s intent that this model reorganization be updated, as appropriate, based upon the collected data and community feedback which follows.

## Recommended Timeline



### ARC Timeline (Tentative)

|              |  |
|--------------|--|
| Nov-Jan 2017 | ARC develops ‘first best fit’ draft  |
| Jan 5, 2018  | WSU community engaged to provide initial feedback on ‘first best fit’ draft. Comments to ARC members or at <a href="https://www.wright.edu/about/topics-open-for-comment">https://www.wright.edu/about/topics-open-for-comment</a> |
| Jan 16, 2018 | ARC begins to review initial feedback regarding draft proposal   |
| Jan 29, 2018 | ARC incorporates feedback and available data into revised proposal; proposal posted for final comments   |
| Feb 2018     | Data is collected to provide evidence to support or oppose the draft reorganization  |

|             |  |
|-------------|--|
| Spring 2018 | Administration, Faculty governance, and Program Faculty/Staff provide support or opposition to the recommendation based on the provided evidence |
|-------------|--|

## 1 Charge

The ARC is a Steering Committee consisting of faculty, staff, students, and administrators who have been charged to make recommendations on program/department alignment. The Steering Committee, consisting of Deans appointed by the Provost, faculty members appointed by the Faculty Senate, staff members appointed by their units' Staff Advisory Boards, and students appointed by the Student Government; all chaired jointly by an administrator and a faculty member.

The ARC's overall charge is to focus on if/how academic reorganization might:

- Enhance student retention and progression to degrees
- Create programs and synergies to increase enrollment
- Facilitate multidisciplinary programs and research
- Provide students with career preparation for critical jobs in the region

## 2 Membership

Steering committee membership includes:

- Administration: Deans of CEHS, BSoM, CoLA, SoPP, CoHN, and CoSM. The administrative co-Chair is the Associate Provost.
- Staff: one USAC and one CSAC representative
- Student: SGA President and Vice-President
- Faculty: the elected Executive committee (EC) representative (or their designee) from each main campus senate constituency. The EC representatives appear to be best positioned to represent the interests of, and to facilitate participation of, a wide number of faculty from diverse interested departments in their colleges. The Faculty co-Chair is the Faculty President.

## 3 College name and mission

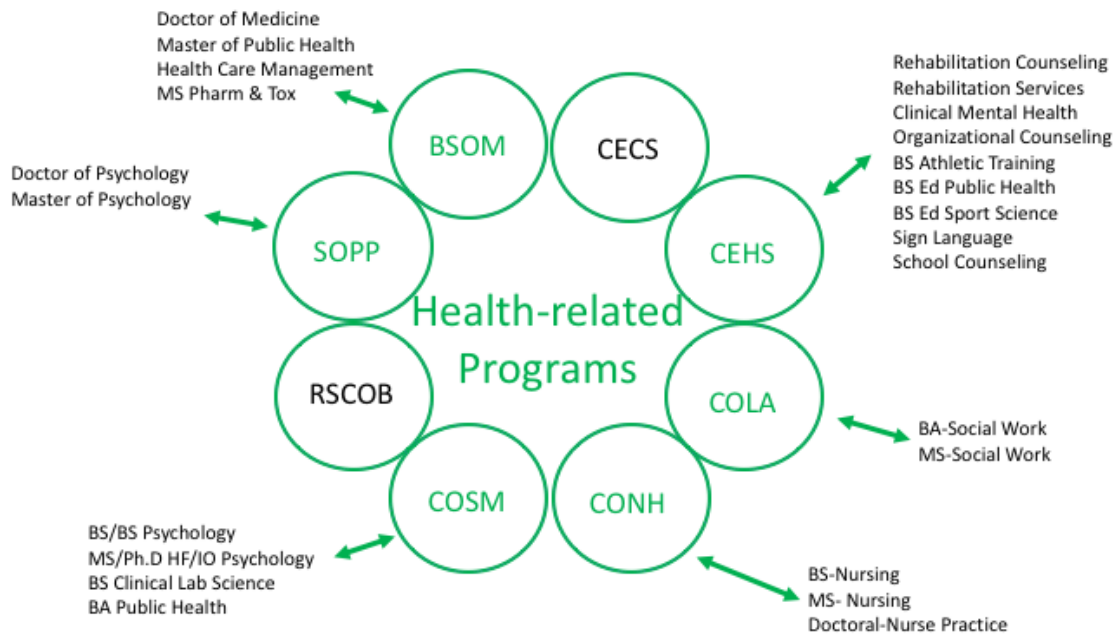
The ARC recommends the following names as worthy of consideration for a new academic unit that best utilizes our existing capabilities and perceived regional need/growth. This document will use the ARC's preferred name throughout, with the understanding that this name should not be considered final.

- College of Interprofessional Health Sciences (preferred)
- College of Professional Health Sciences
- College of Health Professions
- College of Health Sciences

Drafting broad strokes for college mission/vision and final name must be part of a future refinement so as to include the appropriate faculty, staff, students, and partners in the strategic vision planning process. This mission must be refined based on the capabilities identified and aspirational capabilities for the work of the unit and its initial and potential programs. This mission should be supported by documented demand for the mission's relevance to the University, its students, and the communities that it serves.

In discussing the college name and mission the committee considered a progressive definition of health. We posit that health in the 21st century must include considerations of prevention, wellbeing, quality of life and social determinants of health. The approach must be holistic and systemic. The particular strength that a university can bring is research on efficacy, effectiveness and outcomes as well as evidence based advocacy and policy for inclusive systems and interventions that work for all. We also believe there is an opportunity to focus on an integrated care model that intertwines psycho-social health and physical health care. A focus in interprofessional healthcare education could improve the quality of education and treatment interventions.

## 4 Inventory of existing programs/capabilities



### 4.1 Existing health-related programs proposed for reorganization into a new College

The intent of reorganization is to enhance student pathways for success and improve student outcomes, as well as to support development of new educational programs, research areas, and partnerships. Based on these principles, the following departments and programs might be considered as part of the proposed new college for the purpose of collecting data for further refinement.

#### Undergraduate

- Health and Physical Education
- Nursing
- Public Health Education
- Rehabilitation Services
- Social Work

#### Graduate

- Athletic Training
- Chemical Dependency

- Clinical Mental Health Counseling
- School Counseling
- Nursing
- Organizational Counseling
- Rehabilitation Counseling
- Professional Psychology
- Social Work

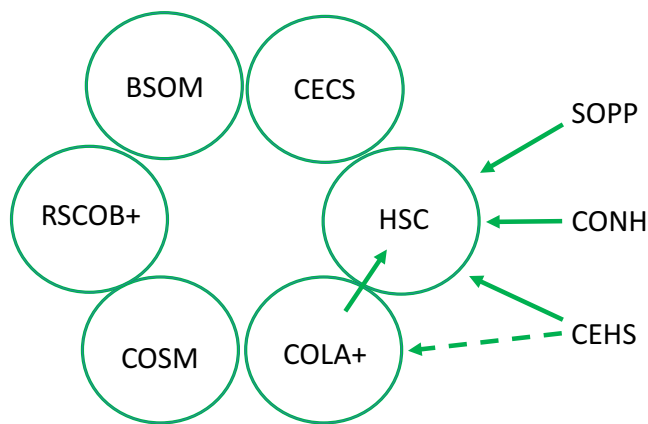
Units participating:

- College of Nursing and Health<sup>1</sup>
- School of Professional Psychology<sup>1</sup>
- Department of Social Work
- Department of Human Services<sup>2</sup>
- Department of Kinesiology and Health<sup>3</sup>

Undergraduate  
Health and Physical Education  
Nursing  
Public Health Education  
Rehabilitation Services  
Social Work

Graduate  
Athletic Training  
Chemical Dependency  
Clinical Mental Health Counseling  
Nursing  
Organizational Counseling  
Rehabilitation Counseling  
Professional Psychology  
Social Work

Units participating:  
College of Nursing and Health  
School of Professional Psychology<sup>1</sup>  
Department of Social Work  
Department of Human Services  
Department of Kinesiology and Health



#### 4.2 Existing non-health related programs significantly impacted by reorganization of health-related programs

ARC recognizes that the proposed reorganization of programs into the College of Interprofessional Health Sciences (Section 4.1) will significantly impact other units. For example, most Human Service programs in the College of Education and Human services are recommended for reorganization. This

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<sup>1</sup> Professional programs such as Nursing and Professional Psychology require organization as schools with an administrative head with appropriate administrative autonomy. Likewise, professional Faculty must maintain curricular autonomy over the school.

<sup>2</sup> Exceptions: Sign Language and School Counseling

<sup>3</sup> Exceptions: Sport Sciences and Graduate Sports Management

results in a need to consider the impact of the removal of those programs from the college on programs that are not health related.

Actively responding to the need of our mission in the potential creation of a new College of Interprofessional Health Sciences results in significant change to three academic organizational structures: the College of Nursing, the School of Professional Psychology, and the College of Education and Human Services. All existing programs must have academic units, but fewer organizational units may be required to house the programs.

The impact on these units (listed below) must be assessed in evaluating the overall impact of reorganization. The impact of reorganization on these units must be considered with the same degree of rigor as applied to the health-related programs. Reorganization should be implemented with an intended goal of lifting all impacted programs. All reorganized units should be placed in a college with an academically sound or complementary fit.

The intent of reorganization is to enhance student pathways for success and improve student outcomes, as well as to support development of new educational programs, research areas, and partnerships. Based on these principles, the following departments and programs might be considered for realignment in the following college(s):

| <b>Department, Program, or Minor</b>   | <b>Current Organization</b>                              | <b>Proposed Organization*</b>   |
|--|--|---|
| Department of Leadership Studies in Education and Organizations (all programs excluding Sports Management) | CEHS   | Reduced CEHS, CIHS, or COLA (as Department)                             |
| Department of Teacher Education  | CEHS   | Reduced CEHS, CIHS or COLA (as Department)                              |
| Disability Studies Minor   | CEHS   | COLA (interdisciplinary program)  |
| School counseling  | CEHS (Department of Human Services)                      | CIHS (with Human Services) or COLA (in Department of Teacher Education) |
| Sign language  | CEHS   | COLA (in Modern Languages)  |
| Sports Management  | CEHS (Leadership studies in Education and Organizations) | RSCOB? (which Department?) or remain with Leadership Department.        |
| Sport Science  | CEHS (Kinesiology and Health)                            | CIHS (remaining with the Department of Kinesiology and Health)          |

\* These proposed reorganization options are positions for initial investigation and data collection. These initial positions should not be considered final recommendations.

#### 4.3 Existing health-related programs not recommended for reorganization into a new College

The ARC recommends that the University and the following health-related programs are best served by these programs remaining in their current academic organization. These units will clearly have potential

links to activities in the proposed new college. The rationale for the recommendation that these health-related programs remain in their current organizational unit related to the preponderance of program curricula being taught by Faculty associated with medical or natural science programs (such as Biology or Psychology) more appropriately retained in their current organizational unit. Additional consideration should be given to the best location for these programs in long-term strategic planning.

- Master of Public Health (BSOM)
- Pharmacology and Toxicology (BSOM)
- General Psychology (COSM)
- Clinical Laboratory Science (CoSM)
- Pre-health programs (CoSM)
- Public Health, BA/BS (CoSM)

#### 4.4 Opportunities for new health-related programs in a new College

The ARC discussed the following programs as being particularly worthy of consideration for future growth in the proposed College. Data regarding demand, opportunity, and costs associated with the creation of these programs should be considered. In addition, data should be collected regarding opportunities to share resources with regional partners. Data should also be collected regarding opportunities to assist regional 2-year program graduates into associated 4-year programs.

|                                       |                            |
|---------------------------------------|----------------------------|
| Allied Health                         | Health Informatics         |
| Biotechnology                         | Health Information Science |
| Clinical Psychology (BS/BA)           | Health Outcomes            |
| Clinical Psychopharmacology           | Health Policy and Advocacy |
| Exercise Physiology                   | Nutrition/Dietetics        |
| Forensics                             | Occupational Therapy       |
| Genetic Counseling                    | Patient Advocate           |
| Gero-psychology                       | Pain Management            |
| Health Care Administration/Leadership |                            |

## 5 Next steps

This first 'best fit' proposal is intended to reflect the ARC's initial position on describing an organization that most effectively takes advantage of identified opportunities for synergies and efficiencies in health-related programs. The committee and University community have many questions which have not yet been addressed with evidence-based justification. Continued action is required to address these concerns. This section recommends future action towards this end.

### 5.1 Working group membership

The ARC membership was created to provide broad representation from across main campus academic constituencies. This membership is appropriate for the creation of an initial roadmap. Detailed program by program impact, on the other hand, may be best accomplished by **direct** representation from the impacted programs. The ARC recommends that the next phase of this work be undertaken by a working group consisting of:

- The Dean of each school or college containing programs that are part of the College of Interprofessional Health Sciences (CEHS, CoLA, CoNH, SoPP)

- The BFO of each school or college containing programs that are part of the College of Interprofessional Health Sciences (CEHS, CoLA, CoNH, SoPP).
- The chair of every department that is part of the CIHS.
- For Colleges or Schools without Departments, a Faculty member with Chair-like program oversight should be selected by the Dean and ARC representative for that unit. This individual will be responsible for soliciting/communicating information/concerns between the working group and the program staff/faculty.
- Future (sub)committees dealing with Deans, Chairs and BFOs with health-related programs should be considered as the new college reorganization proceeds.

## 5.2 Impact on non-health programs

A critical question for a subcommittee of the working group to consider is how an 'ideal' arrangement of programs to provide opportunity for enhancing health-related programs will impact the colleges that currently house those programs. In particular, a large number of programs currently housed in CEHS are reorganized in the proposed college of interprofessional health sciences. The impact of this proposal on non-health programs in CEHS Departments, such as Teacher Education and Leadership Studies in Education and Organizations, has not yet been resolved. Are these programs best served through reorganization into other existing colleges? Could the programs support a reduced CEHS? Thus, we recommend that a subcommittee be formed including members from the working group and the Chair (or designee) of each Department containing programs directly impacted (Table in Section 4.2) by this proposal.

## 5.3 Evidenced-based justification for reorganization

ARC recommends that a primary charge of the working group is to provide data to address the essential questions:

- Is this reorganization a good investment at this time?
- What milestones would define success?

Answering these global questions will require addressing a number of related issues. The most essential questions are those that deal with need/opportunity and cost/logistics (impact on students, staff, faculty, reputation, marketing, location, etc).

The ARC also recommends that administration provide the following data to the working group:

### 5.3.1 Enhance student retention and progression to degrees (by program)

- Degrees awarded and credit hours earned (for each of the last five academic years) by campus
- Average time to degree (by first time full-time cohort, and by first time full-time non-traditional students)
- Average course capacity and enrollment for required courses
- What are the retention, dropout, and transfer trends in impacted programs?

### 5.3.2 Create programs and synergies to increase enrollment

- What are the recruitment trends in impacted programs?

- Is a common “health sciences” undergraduate/graduate core course sequence feasible/desirable?

### 5.3.3 Facilitate multidisciplinary programs and research

- What are space opportunities to collocate?
- Where will the new college be located? (The ARC recognizes that co-location of the program faculty and resources is essential to the success of the unit).

### 5.3.4 Provide students with career preparation for critical jobs in the region

- What are the health-related careers with open vacancies in our region and nation? What are the wage bands of these careers? (Use both national measures and a measure of regional market demand (occupational needs) that focuses on the 16 counties we consider to be part of “Raider Country” and with codes defined by outside parties like the Federal or State government)
- What skills/competencies have area stakeholders noted as current/future needs?
- What opportunities/competition exists from other institutions in the proposed health-related space?

### 5.3.5 Administrative opportunities/efficiencies

- Current/required staffing levels for each program/unit
- How will the budgets for the new/reorganized colleges be determined?
- Is there a commitment to investing in the strategic success of the new unit? (The ARC recommends that initial college budgets should have department budgets follow the departments/programs. Any efficiencies in administration should be retained in the budget (at the college level) for strategic investment in new/existing program growth.)
- Some measure of cost of instruction (perhaps derived from a combination of tuition revenue, research revenue, and salary + benefits — with each of those sub-values also reported for the past ten academic years if possible) with indication of how reorganization might impact these costs.

## 5.4 Immediate action

The working group should attempt to determine immediate actions that can be taken towards achieving the overall ends of enhancing our health-related program opportunities. The data is likely to suggest opportunities that should be taken regardless of the decision to or not to reorganize or the timeframe for such reorganization.

- Are there new degree programs that we can be considering/developing immediately?
- What curricular collaboration can occur prior to/without reorganization?
- What are the immediate marketing/reputational impacts?

## 5.5 Other critical questions

This section summarizes questions received from the community regarding academic reorganization and the proposed new college. These questions may need to be addressed strategic planning groups or the administration. The working group may be able to address some of these questions with collected data.



The open and transparent communication of answers to these questions will help the build broad consensus in the community essential to the success of any potential reorganization.

- What would the college be strategically capable of doing with little investment?
- What should the college be strategically capable of doing with a modest investment in 10 years?
- What is the 3-5 year plan to evolve? How will we communicate this to the outside stakeholders (community and alumni) to enhance success of the existing programs and new college?

What programs are we missing that would have to be included to achieve the college's strategic goal?

- What challenges exist towards meeting the college's strategic goal?
- What data/studies indicate these programs are poised for strategic growth?
- What initiatives are (or should be) in place to provide investment in the college?
- Given the university's financial situation, do we have the resources for a reorganization and strategic investment of academic programs. If so/not in what timeframe? (This must specifically address costs/savings/revenue, marketing investment, reputational impact)
- What impact will reorganization have on existing and potential research programs?
- What will be reputational impact on existing programs moved from their current colleges to new units?
- What impact will reorganization have on student advising/career paths? What pathways need to be created between the proposed college and existing colleges?
- What impact will reorganization have on community engagement?
- How will outside stakeholders (community and alumni) view the proposed college?
- Can similar levels of impact be achieved, with the same resources, without a new college? Can an existing college more effectively repurposed/renamed? How does this proposal compare to simply moving CEHS and SOPP as schools into CEHS and renaming CEHS to reflect the shift in focus to health sciences (College of Health Science and Education)?
- What will the college allow WSU to do that it cannot do already under its current organization?
- What are things that we can do at WSU that cannot be done elsewhere in the region?
- Will this create efficiencies or a net gain of students that will allow additional investment in this college's academic units? What evidence is there to suggest that this college will be more attractive to high school students (or better at retaining current students) than the existing organization?
- What will be the impact on the non-health related colleges? What investments and organizational changes would also improve outcomes for non-health related programs impacted by these changes?
- What implementation details need to be determined prior to a final decision? What impact will the reorganization have on location, staffing levels, and other issues of program concern? How will the reorganization impact the staff, faculty, and unit performance? How will reorganization affect staff positions? Will this provide staff eliminations or opportunities?
- How will donor funds/fundraising efforts be impacted by the realignment?
- How can we enhance our work with Sinclair College? Are there opportunities for additional articulation agreements that can be put in place now?

## 6 Appendix: Program Summaries

### 6.1 Current WSU Program capabilities

#### Department of Human Services (CEHS)

- Minor in Rehabilitation Services (2 students): Coursework in this minor prepares students to work with all types of people in various capacities includes case management, finding employment, and building active listening/communication skills. Students in social work, psychology, sociology, education, organizational leadership, nursing, criminology, business, any creative arts program, and more will obtain valuable information on how to work effective with the public, more specifically people with disabilities and other life altering experiences (serving time in prison, domestic violence, homelessness, etc.).
- MS in Clinical Mental Health Counseling (82 students): Students learn theories and techniques for counseling individuals, families and groups, and administration and interpretation of psychometric assessment. This major has all the courses required to qualify for admission to the Ohio Professional Counselor licensure exam.
- MS in Business and Organizational Management Counseling (9 students): The program of study prepares graduates with basic counseling, interviewing, training, management and/or consultation skills. Master's level management courses provide for a program like few others. Graduates qualify for a variety of positions in business, government, non-profits, social services, and consulting. Additional coursework can lead to a professional counseling license. Graduates go on to work in areas such as case management, human resources, transition assistance, and training and development.
- Master of Rehabilitation Counseling (MRC) in Clinical Rehabilitation Counseling (14 students): Graduates of this program can work with people experiencing a variety of concerns that include physical, mental, emotional, and/or social disabilities. The CLRC program leads to careers as clinical rehabilitation counselors, vocational rehabilitation counselors, rehabilitation specialists, and vocational evaluators. Graduates work in a variety of settings, which include local, state, federal agencies, hospitals, and private practice. This program is available via distance learning (online) and in a traditional classroom setting. The program of study for the CLRC program is designed to allow students/graduates qualify to sit for the CRC (Certified Rehabilitation Counselor) examination and the examination for counselor licensure in the State of Ohio.
- BS in Rehabilitation Services (141 students): The rehabilitation services program trains graduates to work in human service agencies that serve people who have disabilities, are homeless, are involved in the court system, use assistive technology, and in a variety of other circumstances. In addition to classroom training, the rehabilitation services program offers an internship opportunity that fits each student to their needs and interests within the rehabilitation field. Some common career entry points are in case management, employment services, assistive technologies, court systems, and social services. The program also prepares students for graduate study in areas such as rehabilitation counseling, clinical mental health counseling, chemical dependency, and occupational therapy.
- Minor in Veterans Services (6 students): This minor is geared towards individuals who want to support military connected individuals and families. The curriculum is aimed at understanding of

military structure and history, exploring cultural issues facing returning veterans, surveying programs and services available through both governmental and non-profit sources, and learning how to help veterans navigate the transition to civilian life.

- Minor in Disability Studies (3 students): The purpose of the Disability Studies minor is to encourage students, activists, teachers, artists, practitioners, and researchers to engage the subject of disability from various interdisciplinary perspectives in a social justice framework designed to encourage expanded understandings of humanity and multiculturalism. The models and theories learned in this program can benefit students that plan to work in settings such as education, business, human services, social work, health care, counseling, and many others.

#### College of Nursing and Health (CoNH)

- MS with a major in nursing (242 students): Prepares registered nurses who possess a bachelor's degree to specialize in a specific area of nursing care. This degree increases the employment options for the nurse by providing the opportunity for them to be certified as nurse practitioners, educators, or nurse executives. Specialties include: Nursing Administration- 23 students, Adult-Gero Acute Care Nurse Practitioner- 30 students; Family Nurse Practitioner- 58 students; Neonatal Nurse Practitioner- 5 students\*( Dayton Children's is funding the faculty for this tract); Nursing Education- 15 students; Pediatric Acute Care Nurse Practitioner- 6 students\*\* ( numbers increased for 2017); Pediatric Primary Care Nurse Practitioner- 9 students\*\* ( numbers increased for 2017); Psychiatric Mental Health Nurse Practitioner- 33 students; School Nursing- 16 students
- Graduate Certificate in School Nursing (18 students): Post baccalaureate certificate prepares nurses for careers as a school nurse.
- Doctorate in Nursing Practice (19 students): This is a terminal clinical doctorate and is currently being offered in conjunction with University of Toledo. The consortium has not admitted students for 2 years now and will end in 2019.
- Bachelor of Science in Nursing (833 students): Prepares students to sit for the National licensing examination which allows them to practice nursing as a registered nurse. The degree is a generalist degree that allows them to seek employment for any position in any clinical area or specialty as a registered nurse. Graduates work in hospitals, long term care facilities, outpatient clinics, schools, public health facilities and other community locations.

#### Department of Social Work (COLA)

- BA in Social Work (262 students): The BASW curriculum teaches generalist practice that can be applied across different social service settings such as hospitals, older adult living facilities, children's services agencies, county prosecutor's offices and crisis intervention organizations. The BASW is fully accredited by the Council on Social Work Education (CSWE) and graduates are eligible to become Licensed Social Workers (LSW) in the State of Ohio.
- MA in Social Work (90 students): The MASW prepares students to become advanced generalist social work professionals. Graduates are eligible to become Licensed Social Workers (LSW) and Licensed Independent Social Workers (LISW) in the state of Ohio and to work in a variety of social service settings. The Greater Miami Valley Joint MASW program is fully accredited by the Council on Social Work Education (CSWE).

### School of Professional Psychology (SOPP)

- Doctor of Psychology (121 students): The PsyD degree prepares students in Health Service Psychology to work as Clinical Psychologists. The program emphasizes broad exposure to scientific psychology, clinical skills, and professional roles fundamental for the current and evolving practice of health service psychology. Students may pursue in depth work in three emphasis areas: child and family, forensic, and health/rehabilitation/neuropsychology. Graduates develop competency in individual and cultural diversity, assessment, intervention, supervision, consultation and interprofessional skills, applied research, program development and evaluation. Our most recent graduates report working in the military, community mental health centers, hospitals/medical centers (including VAs), business settings, higher education, and independent practice.

### Department of Kinesiology and Health (CEHS)

- BS in Athletic Training (72 students): The athletic training program produces health care professionals who collaborate with physicians to provide preventative services, emergency care, clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions. Accredited programs include formal instruction in areas such as injury/illness prevention, first-aid, and emergency care, assessment of injury/illness, human anatomy and physiology, therapeutic modalities, and nutrition. Beginning in Summer of 2019, this program will move to the graduate level culminating in a Master's of Science degree in Athletic Training (MSAT) as specified by the Commission on Accreditation of Athletic Training Education (CAATE).
- B.S. Ed. in Public Health Education (29 students): The Bachelor of Science in Education (B.S. Ed.), with specialization in Public Health Education is an interdisciplinary, community-focused program, which trains graduates to: design and implement evidence-based programs that assist individuals, families and the community and advocate for and implement changes in health policies, procedures, and services. Students learn to develop, implement and coordinate health-improvement campaigns and organize communities around health and disease issues. Curricula include a unique combination of instruction from the behavioral/social, epidemiological, environmental, and human services, as well as health administration and education. Public Health Education graduates leave prepared for careers as independent consultants or in nonprofit community organizations, private businesses, hospitals, schools (non-teaching), or city, county, state or other governmental health departments or agencies.
- B.S. Ed in Sports Science (201 students): Sports science is the study of the body's response to exercise and physical activity. The field is comprised of various sub-disciplines including exercise physiology, biomechanics, motor behavior, and the psychology of physical activity. Sports scientists rely on scientific principles in the areas of biology, chemistry, and physics to advance their understanding of how the body responds to exercise and to advocate physical activity to prevent and treat chronic diseases such as cancer and heart disease. Sports scientist employment opportunities include, but are not limited to: Wellness program coordinator, Cardiopulmonary rehabilitation specialist, Cancer exercise specialist, Geriatric recreational therapist, Corporate or recreational fitness director, Certified personal trainer, and Certified strength & conditioning

coach. Students also can go on to pursue graduate programs such as Athletic Training, Occupational or Physical Therapy, or Dietician/Sports Nutritionist. Minor in Emergency Management: 11 students College of Education and Human Services, Department of Kinesiology and Health. The minor in Emergency Management is designed to equip individuals with the fundamental competencies expected of professionals in the field of emergency management. Degree-seeking students interested in pursuing a minor in emergency management may include those majoring in organizational leadership, engineering, management, criminal justice, political science, general studies, and professional studies, among others.

## 6.2 Current Program capabilities that do not seem like initial good fits

### Boonshoft School of Medicine (BSoM)

- Doctor of Medicine (429 students): Students are prepared to become physicians capable of meeting the challenges of a rapidly evolving health care environment. The Boonshoft School of Medicine is committed to providing its students a curriculum that is forward-thinking, faculty who practice and research contemporary medicine, and a learning environment that nourishes the professional and personal growth of every student.

### Department of Population and Public Health Sciences (BSoM)

- Master of Public Health (63 students): The MPH is designed for individuals working or who want to work in public health settings, government agencies, hospitals, and non-profit organizations around the world. In addition, the MPH degree is also targeted towards physicians and medical students to improve integrated prevention practice, population health, and research skills. Students in the Health Promotion & Education (HPE) concentration will develop advanced skills in community needs assessment, program planning, program implementation, program evaluation and health promotion advocacy. In addition, students will gain in-depth knowledge in the determinants of health behavior, theories of social and behavioral change, the interdisciplinary nature of common health issues and current health promotion and behavioral interventions. Students in the Health Promotion & Education (HPE) concentration will develop advanced skills in community needs assessment, program planning, program implementation, program evaluation and health promotion advocacy. In addition, students will gain in-depth knowledge in the determinants of health behavior, theories of social and behavioral change, the interdisciplinary nature of common health issues and current health promotion and behavioral interventions. The Population Health (PH) concentration offers programs of study to assist students who want to explore a variety of public health topic areas, focus on advanced methods or ultimately work as public health practitioners.

### Division of Health Systems & Policy (BSoM) and (RSCoB)

- Health Care Management Concentration (HCM), Master of Business Administration (? students): The HCM concentration courses are designed to introduce M.B.A. students to health-specific business concepts, evaluation techniques, and strategic thinking. Students study health resource management and policy, strategic leadership in healthcare organization, and the financial management of healthcare organizations.

### Department of Pharmacology and Toxicology (BSoM)

- Master of Science in Pharmacology and Toxicology (51 students): This program prepares students for careers in clinical and preclinical research in the fields of pharmacology and toxicology, or in areas of leadership related to the sciences in the biomedical industry and academics. While traditional science courses are the foundation of our programs we offer a vast array of elective courses, ranging from human studies and leadership to chemical/biological warfare. Our tracks include an online option, a leadership/admin option, a dual MD/MS, as well as research-based thesis.

#### Department of Biomedical and Industrial Systems Engineering (CECS)

- Bachelor of Science in Biomedical Engineering (264 students): Biomedical engineers continually adapt to meet rapidly evolving requirements of the government, scientific, and medical communities. Employment opportunities include designing and testing artificial organs, electrical muscle stimulators, drug delivery systems, artificial joints, prosthetics, and medical imaging technologies.
- Master of Science in Biomedical Engineering (27 students): Students in this program work with living systems, apply advanced technology to complex problems in medical care, and observe how their work directly impacts the delivery of human health care. Specialized areas of BME include: bioinstrumentation; biomaterials; biomechanics; cellular, tissue, and genetic engineering; clinical engineering; medical imaging; orthopedic engineering; rehabilitation engineering; and systems physiology. Employment opportunities include working with artificial organs, electrical muscle stimulators, drug delivery systems, artificial joints, prosthetics, and medical imaging technologies.

#### Department of Psychology (CoSM)

- BA in Psychology (202 students): The Bachelor of Arts (BA) curriculum offers students an array of courses in psychological theory supported by coursework in research methodology, statistics, and writing. Students will also choose from a variety of elective courses including those related to counseling and psychotherapy, forensic psychology, neuroscience, as well as applied areas in human performance and effectiveness. The BA degree offers flexibility encouraging students to supplement their education in psychology with additional courses outside of psychology. This enables students to customize their degree to meet individual goals. BA graduates prepared with knowledge of human behavior who are adaptable and willing to learn, socially skilled, and focused on problem solving will have the greatest flexibility in pursuing the jobs and careers of their choice given the demands of employers in the 21st century. The B.A. curriculum is designed to provide opportunities for students to: become familiar with current theory and research in diverse areas of psychology; have fundamental research design and mathematical/statistical skills needed to understand psychological science; communicate effectively in both written and oral forms, and; have skills in integrating and communicating about psychological knowledge
- BS in Psychology (447 students): Students pursuing the B.S. curriculum are expected to become familiar with current theory and research in diverse area of psychology, have fundamental research design and mathematical/statistical skills needed to understand psychological science, communicate effectively in both written and oral forms, have skills in integrating and communi-

cating about psychological knowledge, and have advanced research design, mathematical/statistical, and computing skills needed to critically evaluate and conduct research in a self-selected area of psychology. Students go on to pursue graduate work or professional school, or careers in one of the three areas of concentration. BS psychology concentrations include: Behavioral Neuroscience – Examines physiological & neurological influences on attitudes, cognition, & behavior; Industrial/Organizational Psychology – Applies psychology to workplace and organizational dynamics; Cognition and Perception – Applies psychology to human performance, decision making, and effectiveness.

- MS in Human Factors and Industrial/Organizational Psychology (4 Students): Human Factors (HF) and Industrial/Organizational (IO) Psychology are fields that explore basic theories of human and group performance and the practical implications for improving the quality of socio-technical systems. The HF program places special emphasis on human perception and cognition. The IO program emphasizes individual, group, and organizational behavior in work settings. Our program offers unique opportunities to collaborate with local industries and government laboratories such as the Human Effectiveness Directorate of the Air Force Research Laboratory at Wright-Patterson AFB. It also provides opportunities for students to participate in interdisciplinary collaborations on problem-centered research projects associated with interface design, training, selection, decision-making, and team coordination. These problems can be explored in a wide range of application domains, including aerospace, healthcare, public and private sector businesses, military operations, and emergency operations.
- PhD in Human Factors and Industrial/Organizational Psychology (46 Students): Human factors psychology at Wright State University emphasizes that human factors and industrial/organizational (I/O) psychologists work best together to produce results that neither specialty could achieve alone. Students who major in human factors have industrial/organizational psychology, as a minor area of focus. Our program is designed to foster an understanding of the relationships between both specialties. Students learn the fundamentals of each specialty then interact with one another in a wide variety of basic and applied research settings. This unique, multidimensional education prepares students for careers in business and industry as well as research, teaching, government, and consulting. Industrial/organizational or I/O psychology is concerned with individual, group, and organizational behavior in work settings. Industrial-organizational (I/O) psychologists contribute to an organization's success by improving the performance and well-being of its people. An I/O psychologist researches and identifies how behaviors and attitudes can be improved through hiring practices, training programs, and feedback systems. I/O psychologists apply their knowledge of human personality structures, social motivational processes, and statistical measurement to tasks such as selecting people who fit a given work environment or designing more effective organizational structures. I/O psychologists often focus on improving the motivation, performance, training, and job satisfaction of individuals.

#### Department of Biology (COSM)

- BS in Clinical (Medical) Lab Science (59 students): Medical laboratory professionals are essential members of the health care team providing physicians and practitioners with accurate lab results vital to patient diagnosis and appropriate treatment. Our program has a history of producing well-rounded medical laboratorians who are prepared to enter the workforce upon gradua-

tion. Students who are successful in this program and profession are academically strong, especially in rigorous science courses, are detail-oriented, ethical, organized, and have good manual dexterity and fine motor skills. The Medical Laboratory Science (MLS) degree program is a 3+1 medical laboratory curriculum which includes 3 years of requisite coursework and a one-year Medical Laboratory Science program which is accredited by the National Accrediting Agency for Clinical Laboratory Sciences, (NAACLS). Upon successfully completing the twelve month MLS program, students are eligible to receive the Bachelor of Science in Medical Laboratory Science degree, and certificate of completion of the accredited MLS program. The MLS program's courses are oriented toward job performance, theory and clinical correlation. Students are placed in varied practice environments. They are also oriented to the need for continuing education and leadership in the planning and management of laboratory services.

- BA in Public Health Science (NEW): The BA in public health is distinct from the BS in that it focuses more on the socio-cultural, socio-economic and health policy aspects of public health more than the basic science of public health. It also prepares students more for careers in community health or to matriculate to an MPH program. Nevertheless, like the BS, this program emphasizes foundational life science topics pertinent to public health and the opportunity to work in the field of public health in a required on-site internship.
- BS in Public Health Science (NEW): The BS degree in public health curriculum offers students a broad, integrated, and intentional education in science while also incorporating a well-rounded approach to develop knowledge, skills and abilities beyond a traditional life science experience. This curriculum fosters critical thinking and scientific reasoning while expanding learning to develop other skills crucial for today's public health expert. Such skills will include scientific and technical writing, effective communication, leadership skills, community engagement, and a focus on community health. This program uniquely emphasizes scholastic coursework relevant to the scientist preparing to work in the diverse and dynamic field of public health. The program's coursework focuses on foundational life science topics pertinent to public health including health and disease, food and nutrition, cells and genes, organisms and ecosystems, ecology and evolution, anatomy and physiology, and epidemiology and community health. It is supplemented with education in chemistry, statistics, psychology, and advanced coursework as well as professional development with the opportunity to work in the field of public health in a required on-site internship. This program will ensure that students are competitively prepared for careers in a variety of fields, including, but not limited to: public health, scientific research, medicine, education, public policy, nonprofit community organizations, city, county, state or other governmental departments or agencies, scientific writing, and law.

#### Department of Human Services (CEHS)

- BS in Sign Language Interpreting (14 Students): The Sign Language Interpreting program is a Bachelor of Science completion degree designed for students who have previously completed an associate's degree in sign language interpreting. SLI courses cover a variety of topics and are designed to enhance current knowledge and skills, building on the foundation that was formed in the Associate level programs. The objective of this program is to prepare students to enter the field of sign language interpreting as a professional who can make a significant contribution to the deaf community and the field of interpreting for the deaf. Interpreters must be proficient in both English and American Sign Language.



- Minor in Deaf Studies (49 Students): The Minor in Deaf Studies will provide students with knowledge and understanding of Deaf people, including the culture, history and the language of ASL. The program will provide a cultural and linguistic understanding of the Deaf, while looking at the life of deaf and hard-of-hearing people from a variety of perspectives. The deaf studies minor complements many major fields of study and prepares students to work in an array of settings where American Sign Language skill and knowledge of the American Deaf community are necessary.
- ME in School Counseling (x Students): The Master’s of Education in School Counseling program has been nationally accredited by the Council of Counseling and Related Educational Programs (CACREP) since 1989. Our program prepares school counseling professionals to provide services to students in kindergarten through 12th grade educational settings. Our curriculum emphasizes counseling approaches, lifespan development and comprehensive school counseling program models including courses in crisis counseling, counseling exceptional students, student problematic behaviors and family systems. Master’s degree school counseling students develop professional skills such as consultation, collaboration, leadership, and advocacy to work with children and adolescents facing complex social, educational, and other pressures faced in today’s world.

## 7 Appendix: Ohio IUC Health-related Colleges

### **Bowling Green University**

#### College of Health and Human Services

##### Departments (sublist of programs)

- Public and Allied Health
  - BS Applied Health Sci
  - Online BS Allied Health
  - Health Care Admin. Specialization
  - Health Sci. Spec. (pre-med, pre-pt, pre-ot)
  - Respiratory Care Spec
  - BS Med Lab Sci
  - BS Public Health
  - BS Dietetics
  - Dietetics Internship Program
  - BS Nutrition Science
  - Master of Food and Nutrition
  - Food and Nutrition Grad Certificate
- Human Services
  - BS and MS in Criminal Justice
  - MS in Forensic Science
  - BS and MS in Social Work
  - BS in Gerontology
  - MS in Interdisciplinary Gerontology
  - Long-Term Care Administrator
- Communication Sciences and Disorders

- BS, MS and Ph.D. in Communication Sciences and Disorders
- Nursing (not listed as department)
  - BS in Nursing

**Central State-** No related college

**Cleveland State University-**

College of Sciences and Health

- School of Health Sciences
  - MS in Health Sciences
  - Master of OT
  - MPH
  - Doctor of PT
  - PA program
  - Speech Pathology & Audiology
  - Gerontology Certification

**Kent State University**

College of Education, Health and Human Services

- School of Health Sciences
  - Athletics Training
  - Exercise Science/Physiology
  - Health Education and Promotion
  - Integrated Health Studies
  - Nutrition and Dietetics
  - Speech Pathology and Audiology
- School of Foundations, Leadership and Administration
  - Cultural Foundations
  - Educational Leadership K-12
  - Educational Studies
  - Evaluation and Measurement
  - Higher Education Administration
  - Hospitality Management
  - Recreation, Park and Tourism Management
  - Sport Administration
- School of Lifespan Development & Educational Sciences
  - Counselor education and supervision
  - Educational Psychology
  - Human Development & Family Studies
  - Instructional Technology
  - Rehabilitation Counseling
  - School Psychology Program

- Special Education
- School of Teaching, Learning and Curriculum Studies
  - A series of educational degrees
- Note: Separate College of Nursing and College of Public Health

## **Miami University**

### College of Education, Health and Society

- Educational Leadership
  - Education Studies
  - M.Ed in School Leadership
  - Superintendent License
  - MS and Ph.D. in Student Affairs in Higher Education
  - Ph.D. Leadership, Culture and Curriculum
  - Ed.D. Educational Leadership
- Educational Psychology
  - Inclusive Special Education
  - Autism Spectrum Disorder Certificate
  - M.Ed. Educational Psychology
  - MS. and Ed.S. in School Psychology
  - M.Ed. Educational Technology
  - MA Instructional Design and Technology
  - Special Ed Online Hybrid Program
- Family Science and Social Work
  - Family Science
  - Social Work
  - MASW (w/ WSU)
- Kinesiology and Health
  - Athletics Training
  - Kinesiology
  - Nutrition
  - Public Health
  - Sport leadership and management
  - MS Exercise and Health Science
  - MS Health Promotion
  - MS Sport Leadership
  - Certificates in Sport Psychology and Sport Management
- Teacher Education: standard programs
- Note: Separate College of Liberal Arts and Applied Science: that is where nursing, social/behavior sciences, justice and community studies are found.

## **The Ohio State University**

### College of Public Health

- Biostatistics
  - MS, MPH and PhD
- Environmental Health Sciences
  - MS, MPH and PhD
- Epidemiology
  - MS, MPH and PhD
- Health Behaviors and Health Promotions
  - MPH and PhD
- Health Services Management and Policy
  - MHA and PhD
- Notes: Nursing and Social Work in separate colleges

## **Ohio University**

### College of Health Sciences and Professions

- School of Applied Health and Wellness
  - Athletic Training
  - Exercise Physiology
  - Food and Nutrition Sciences
- School of Nursing
  - BS in Nursing
  - MS in Nursing
  - DNP
- School of Rehabilitation and Communication Sciences
  - Communication Sciences and Disorders
  - Physical Therapy
  - Physician Assistance Practice
- Department of Social and Public Health
  - Child & Family Studies
  - Community and Public Health
  - Environmental Health
  - Health Services Administration
  - Long-term Care Administration
  - Occupational Hygiene & Safety
  - Social Work
- Department of Interdisciplinary Health Studies
  - Integrated Healthcare Studies
  - Global Health
  - Health Leadership

## **Shawnee State University**

### College of Professional Studies

- Allied Health Studies
  - BS in Health Studies

- Dental Hygiene
- Emergency Medical Technology
- Medical Laboratory Technology
- Radiologic Technology
- Respiratory Therapy
- Business Administration (not relevant)
- Engineering Technologies (not relevant)
- Nursing
  - Associate Degree
  - LPN-RN transition
  - Pre-licensure BSN
  - RN-BSN
- Rehabilitation and Sport Professions
  - Athletics Training
  - Masters of OT
  - OT assistant
  - PT assistant
  - Sports Studies
- School of Education (not relevant)

## **University of Akron**

### College of Health Professions

- School of Nursing
  - BSN
  - RN-BSN
  - Accelerated BSN
  - LPN-BSN
  - MPH
  - Masters degree in Anesthesia
  - MSN
  - DNP
  - PhD in Nursing
- School of Speech-Language, Pathology and Audiology
  - BS in Speech-Language, Pathology and Audiology
  - MS in SLP and Audiology (didactic and online)
  - Doctor of Audiology
  - Sign language program
  - Child life specialist program
- School of Counseling
  - Masters degrees in:
    - Clinical Mental Health Counseling
    - Marriage and Family Counseling & Family
    - School Counseling
    - Classroom Guidance
  - Doctoral programs in
    - Counselor Education Track
    - Marriage and Family Counseling/Therapy

- School of Allied Health Technology
  - Medical Assisting Technology
  - Radiological Tech
  - Respiratory Care Technology
  - Surgical Tech
  - Simulation Tech
- School of Social Work
  - BA, BASW and MSW degrees
- School of Nutrition/Dietetics
  - BS Dietetics
  - BS in Food and Environmental Nutrition
- School of Sport Science and Wellness Education
  - Athletic Training
  - Exercise Science
  - Physical Education and Health Education
  - Sports Studies
  - Graduate programs
    - Exercise Physiology/Adult Fitness
    - C&I: multi-age physical education licensure
    - Sport Science/Coaching
- Note: they have a College of Allied Sciences and Technology

## **University of Cincinnati**

### College of Allied Health Sciences

- Clinical and Health Information Sciences
  - AS to BS online degrees:
    - Health Information Management
    - Medical Laboratory Science
    - Radiation Science Technology
  - BS in Advanced Medical Imaging Technology
  - BS in Med. Laboratory Sciences
  - Certifications in:
    - Advanced medical imaging technology
    - Medical Laboratory Sciences
    - Health Information Security
  - Masters of Health Informatics
- Communication Sciences and Disorders
  - BS, MS and Ph.D. in CS&D, some online
  - AUD in Audiology
  - Animal Audiology Cert.
- Rehabilitation, Exercise and Nutritional Sciences
  - BS in Athletic Training
  - BS in Health Sciences
  - BS in Dietetics
  - Certificates

- Dietetics
  - Supervised practice in dietetics
  - Human nutrition
- DPT physical therapy
- MS Nutritional Sciences
- MOT Occupational Therapy
- Social Work
  - AS to BSW
  - BSW
  - MSW
  - Masters of Health Administration
  - Certificate in Health Care Administration
- Note: they have a separate Colleges of Education, of Criminal Justice and Human Services, and of Nursing

## University of Toledo

### College of Health and Human Services

- School of Exercise and Rehabilitation Sciences
  - Athletic Training
  - Exercise Science
  - Recreation Therapy
  - Respiratory Care
  - MS- Athletics Training
  - MSES and PhD- Exercise Science
  - Occupational Therapy Doctoral Program
  - DPT
  - MA in Recreation & Leisure Studies: administration or therapy
- School of Intervention and Wellness
  - Speech-Language Pathology (undergrad and masters)
  - MA Counselor Education
  - EdS School Psychology
  - Certificate: Chemical Dependency Counselor
- School of Population Health
  - BS Healthcare Administration
  - BS Health Information Administration
  - BS Public Health
  - MPH
  - MS Occupational Health-Industrial Hygiene (MSOH)
  - PhD in Health Education
  - Certificates:
    - Biostatistics/Epidemiology
    - Epidemiology
    - Public Health/Emergency Response
    - Gerontological Practice
    - Global Public Health
    - Disaster Preparedness/Response

- Occupational Health
- School of Social Justice
  - Paralegal Studies: AS, BS, Certificate (includes nurse paralegal certificate)
  - Criminal Justice: BS and MA
  - Paralegal Studies
  - Social Work: BSW and MSW

## **Youngstown State University**

### Bitonte College of Health and Human Services

- Criminal Justice and Forensic Sciences
  - Criminal Justice: AS, BS, MS, MS (online)
  - Forensic Science: BS
  - Minors: Corrections, CJS, FS, Juvenile Justice, Law Enforcement, Loss Prevention, Basic Police Training.
- Health Professions
  - Emergency Medical Services Associate (AS)
  - Medical Assisting Technology Associate (AS)
  - Medical Laboratory Technology Associate (AS)
  - Allied Health (+/- online)
  - Dental Hygiene
  - Medical Laboratory Science
  - Public Health (+/- online)
  - Respiratory Care (+/- online)
  - MS Health and Human Services (+/- online)
  - MPH
  - Masters of Respiratory Care (+/- online)
  - Certificates: paramedic (undergrad), Health Care Management (graduate)
- Human Ecology
  - Associates
    - Dietetic Tech
    - Early Childhood
    - Hospitality Management
  - Bachelor's
    - Dietetics
    - Family and Consumer Sciences Education
    - Family and Consumer Studies
    - Hospitality Management
    - Merchandising: Fashion and Interiors (also certificate)
- Kinesiology and Sport Science
  - Exercise Science
  - Accelerated Masters in AT
  - Masters of AT
  - Wellness minor
- Military Science
  - Just a minor and ROTC



- Nursing
  - BSN
  - RN-BSN
  - MSN
- Physical Therapy
  - DPT
- Social Work
  - Social Services Tech Assoc (AS)
  - BSW
  - MSW