

PROPOSAL FOR A NEW MAJOR IN APPLIED HEALTH SCIENCES

**Submitted by:
Program in Health Sciences
School of Health Sciences**

**September 15, 2006
Revised: October 25, 2006
Approved by COI:**

TABLE OF CONTENTS
Proposal for New Applied Health Science Major in Health Sciences

	Page(s)
Title Page	
Table of Contents	
Abstract	4
1. Rationale for Program.....	4
2. Program Plan.....	5
a. Degree requirements.....	5
b. Grade point policy.....	14
c. Code of ethics.....	14
d. Admission criteria.....	14
e. Internal supporting procedures.....	14
f. Library.....	14
g. Implementation based in Career Paths.....	15
h. Other unit contributions.....	17
i. Recruiting plans.....	17
j. Planned enrollment levels.....	18
k. Planned enrollment expectations.....	19
l. Letters of support from external sources.....	19
m. Major Assessment.....	20
n. Sources of data for major assessment.....	20
o. Sources of data for faculty assessment.....	20
3. Needs and costs of the major.....	20
a. Required additional resources.....	20
b. Faculty positions.....	21
c. Staff positions.....	21
d. Library holdings.....	21
e. Teaching assistants.....	21
f. Space.....	21
g. Equipment.....	21
h. Direct support from outside agencies.....	21
i. Required support of other units.....	21
j. Increased support the program will give the University.....	22
k. Tuition.....	22
l. Public service.....	22

4. Undergraduate Health Sciences Flow Chart.....	23
5. Major Assessment Plan.....	24
6. References.....	27
7. Appendices.....	32
a. Macomb Community College Health and Human Services Courses	32
b. Occupational growth nationally and in Michigan.....	61
c. Occupational Description and wages.....	63
d. Harris Poll Results.....	70
e. Growth Occupations and Wages.....	74
f. Shawn Lombardo, Library Report.....	76
g. Student letters of Support; Copy of Student Surveys; Letters Support from external reviewers.....	78
h. Employer letters.....	87
i. Proformas.....	98

Abstract:

In June 2004 Governor Jennifer Granholm signed Executive Order No. 2004-32 and announced the formation of the Lieutenant Governor's Commission on Higher Education and Economic Growth, chaired by Lt. Governor John D. Cherry Jr. The executive order charged the commission with identifying strategies to double the number of Michigan residents with degrees and other postsecondary credentials of value within ten years. One of the areas of focus of the Cherry Commission was increasing degree completion by focusing on barriers preventing students from completing degrees, better accommodating students' varying attainment, easing student transfers, and expanding articulation agreements on credits among higher education institutions. As a result of their findings, the commission recommended steps to retain educational residents in Michigan. For the above reason an articulation agreement was formed between Macomb Community College and Oakland University. The School of Health Sciences was asked to participate in a partnership with Macomb's Health and Human Services Department. The intention of this partnership was to maximize the use of community college credits in a transition to Oakland University for a new major within the School of Health Sciences to be called Applied Health Sciences.

Rationale for Program:

The Oakland University mandate for 2010 encourages and supports community outreach and partnerships. Oakland University will be recognized regionally for quality and responsive community outreach, and Oakland University will be recognized regionally for building collaborative relationships with business, industry, education and government to meet the demands of a highly educated workforce and high-performance workplace. It is with this direction that the School of Health Sciences would like to bring forward a new proposal to implement a new major in the School of Health Sciences to be called Applied Health Sciences.

The differences between the Applied Health Sciences major and the current major in Health Sciences are three fold; one, there is a core with different courses being offered; two, the Applied Health Sciences major will not be preparing the student for graduate studies as is the current major; and three, nearly all credits from the Associate degree will be utilized leading to a vocation after receiving their Bachelor of Science Degree in Health Sciences with a major in Applied Health Sciences. As of now the School of Health Sciences and its existing programs do not accept credits from Macomb Community College programs in Respiratory Therapy, Health Information Technology, Surgical Technology, Physical Therapy Assistant studies, Medical Assisting, and Occupational Therapy Assistant studies. Therefore the only option for these students to receive a bachelor degree from Oakland that will utilize these credits is a Bachelor of General Studies.

Currently, Macomb County Community College has approximately 450 students in their Respiratory Therapy, Health Information Technology, Surgical Technology, Physical Therapy Assistant studies, Medical Assisting, and Occupational Therapy Assistant studies programs who are all potential transfers to the School of Health Sciences Applied Health Sciences major. It is anticipated that

about 5-10 students will initially transfer to Oakland University. It is probable that once the various health professions establish new criteria in the existing vocations that all graduates will be required to obtain an undergraduate degree. Therefore, more students are likely to transfer to the Applied Health Sciences major and present professionals in the field will be entering our program. We recognize in School of Health Sciences and Macomb Community College that the proposal in its current form is constrained to some extent by what is currently available. There is no doubt that as the various professional societies regulating licensing and certification upgrade associated degree requirements to baccalaureate degrees, there will be guidance and direction as to which courses best help those professionals. For first surgical assistants, a course in nutrition might be less valuable than a course in stress management for example. Our intent is to offer a generalized major now, while the window of opportunity is present for our Macomb students, and continue to revise and improve the major with specific specializations, much as Frances has been suggesting. Eventually, as interest in this major grows, it is conceivable that numerous minors or concentrations appropriate to the varying disciplines will also be developed, each with specific courses and all with a core based on current offerings. We've seen this approach work beautifully already over the years both in Nursing and in our own Wellness, Health Promotion and Injury Prevention undergraduate program. In summary, it is our hope that with the specific responses already offered to SRPC and the passion of its Chair for excellence along with the Schools zeal for greatness, we can move this proposal forward with endorsement and expectations of excellence.

PROGRAM PLAN

Degree requirements

Proposed requirements for the new major in Applied Health Sciences: Students seeking the major in Applied Health Sciences in the School of Health Sciences must complete 131 or 132 credits depending on the concentration and includes the following requirements. Students in this major would take a core set of courses and general education requirements at OU (66 credits) as well as courses in one of six concentration areas: Respiratory Therapy, Medical Assistant Studies, Surgical Technology, Health Information Technology, Occupational Therapy Assistant Studies, or Physical Therapy Assistant Studies. All of the specialization courses would be taken at MCC. Students would be able to transfer 65-66 credits from MCC depending on the concentration. This articulation agreement would allow students to utilize all or nearly all of the courses taken for the associate degree at MCC. Our hope is that students who have completed an associate degree in one of these areas or are currently working on one would come to OU to complete a bachelor's degree. We also anticipate that freshman will be able to take advantage of this program by dually enrolling at OU and MCC. Students who complete an associate's degree in one of the specializations under the MACRAO agreement would be exempt from many of the general education requirements. Although we have very few students going through the MACRAO agreement those students with MACRAO agreement would need to substitute those general education courses with approved electives. If they do not, they will be short credits for graduation and short on 300-400 level credits. Many of the chosen General Education courses in SHS admirably address the skill sets required for the professions in this new degree. In the new degree, there are several electives which students can select one from. These courses do offer information and understanding of several issues you brought

up at the meeting last Friday. For instance, WHP 350 offers Organizational Development, Member Management and Retention, Human Resources, Assessment among others. One of our core courses HS 450, Law, Values and Health Care provides a key understanding ethical and moral principles to apply in analyzing issues in medical ethics, another core course, HS 202 provides strategic teaching, relationship building and communication skills.

Students are also required to meet the university general education requirements. All students must satisfactorily complete at least one approved course from each of the following ten categories here at Oakland University unless otherwise noted;

1. Writing Foundations satisfied by the completion of RHT 160.
2. Formal reasoning satisfied STA 225
3. Arts
4. Foreign language and culture
5. Global Perspectives
6. Literature
7. Natural Science satisfied by HS 201
8. Social Sciences satisfied by PSYC 1010 at MCC
9. Western Civilization satisfied by PHC 2100 at MCC
10. Knowledge Applications satisfied by WHP 310
11. Capstone satisfied by AHS 450
12. U.S. Diversity satisfied by HS 202.

Students in the BS in Applied Health Sciences will complete a shared core set of courses:

Applied Health Sciences Core (46 credits):

BIO 111 Biology		4
BIO 207 Physiology		4
STA 225 Statistics		4
HS 201 Health in Personal & Occ Env		4
HS 202 Soc, Cult & Eco Persp in Health		4
WHP 310 Injury Prevent, Control & Safety		4
AHS 450 Law, Values & Health Care	(Cross listed with HS 450)	4
AHS 301 Human Nutrition and Health	(Cross listed with HS 301)	4
AHS 401 Introductory Pathology	(Cross listed with HS 401)	4
AHS 304 Exercise Physiology	(Cross listed with EXS 304)	3
AHS 306 Exercise Physiology lab	(Cross listed with EXS 306)	1
AHS 331 Pharmacology	(Cross listed with HS 331)	2
Choose one course: EXS 350, MLS 330/331, MLS 335, WHP 315, WHP 325, WHP 350		4

Students will also need to complete the remaining General Education requirements:

REMAINING GENERAL EDUCATION REQUIREMENTS (20 CREDITS):

ARTS	Choose 1 course: MUS 334, 336, 338 or THA 301, 302	4
FOREIGN LANGUAGE AND CULTURE		4
GLOBAL PERSPECTIVES		4
LITERATURE	Choose 1 course: ENG 303, 305, 306, 312	4
WRITING FOUNDATIONS	RHT 160	4
Writing Intensive in General Education (Can be double counted with GP or Lit)		

Students will also complete one of six concentrations from Macomb Community College:

1. PRE-PHYSICAL THERAPY ASSISTANT STUDIES CONCENTRATION (66 CREDITS):

RHT 150 Composition I	ENGL 1180 Communications I	4
BIO 205 & 206 Human Anatomy & Lab	BIOL 2710 Human Physiological Anatomy	6
EXS 207 First Aid & CPR	PHED 2070 Wellness-Focus Prevention (Satisfies MCC's Arts & Sciences category V)	3
PSY 100 Introductory Psychology	PSYC 1010 Introductory Psychology	4
PHL 103 Ethics	PHI 2100 Introduction to Ethics (Satisfies MCC's Arts & Sciences category IV)	3
NO OU EQUIVALENT	HHSC 1020 Physical Therapy Careers	1
NO OU EQUIVALENT	PTAS 1020 Physical Therapy Procedures I - Lec.	2
NO OU EQUIVALENT	PTAS 1030 Physical Therapy Procedures I - Lab	3
NO OU EQUIVALENT	PTAS 1070 Joint Structure & Function - Lec.	2
NO OU EQUIVALENT	PTAS 1080 Joint Structure & Function - Lab	1
NO OU EQUIVALENT	PTAS 1090 Medical Issues for the PTA	1.5
NO OU EQUIVALENT	PTAS 1140 Normal Human Development	2
NO OU EQUIVALENT	PTAS 1150 Kinesiology Lecture	3
NO OU EQUIVALENT	PTAS 1160 Kinesiology Laboratory	1.5
NO OU EQUIVALENT	PTAS 1170 Physical Therapy Procedures II - Lec.	2
NO OU EQUIVALENT	PTAS 1180 Physical Therapy Procedures II - Lab	2
NO OU EQUIVALENT	PTAS 2340 Clinical Internship I	2
NO OU EQUIVALENT	PTAS 2110 Neurophysiological Techniques - Lec.	2
NO OU EQUIVALENT	PTAS 2130 Orthopedic Techniques Lecture	2
NO OU EQUIVALENT	PTAS 2140 Orthopedic Techniques Lab	1.5
NO OU EQUIVALENT	PTAS 2190 Physical Therapy Procedures III - Lec.	1
NO OU EQUIVALENT	PTAS 2200 Physical Therapy Procedures III - Lab	1
NO OU EQUIVALENT	PTAS 2350 Clinical Internship II	2
NO OU EQUIVALENT	PTAS 2440 Rehabilitation Techniques Lecture	2
NO OU EQUIVALENT	PTAS 2450 Rehabilitation Techniques Lab	1.5
NO OU EQUIVALENT	PTAS 2460 Pediatrics	2
NO OU EQUIVALENT	PTAS 2470 Cardiopulmonary Rehabilitation	2
NO OU EQUIVALENT	PTAS 2500 Seminar	2
NO OU EQUIVALENT	PTAS 2390 Clinical Internship III	4

2. OCCUPATIONAL THERAPY ASSISTANT STUDIES CONCENTRATION (65 CREDITS):

RHT 150 Composition I	ENGL 1180 Communications I	4
BIO 205 & 206 Human Anatomy & Lab	BIOL 2710 Human Physiological Anatomy	6
EXS 207 First Aid & CPR	PHED 2070 Wellness-Focus Prevention (Satisfies MCC's Arts & Sciences category V)	3
PSY 100 Introductory Psychology	PSYC 1010 Introductory Psychology	4
PHL 103 Ethics	PHI 2100 Introduction to Ethics (Satisfies MCC's Arts & Sciences category IV)	3
NO OU EQUIVALENT	HHSC 1030 Orientation to Occupational Therapy	1
NO OU EQUIVALENT	OTAS 1010 Activity Media and Task Analysis	1.5
NO OU EQUIVALENT	OTAS 1020 Medical Language	1.5
NO OU EQUIVALENT	OTAS 1110 Mental Health Conditions	3
NO OU EQUIVALENT	OTAS 1210 Clinical Kinesiology	3
NO OU EQUIVALENT	OTAS 1310 Life Span Development	2
NO OU EQUIVALENT	OTAS 1330 Patient Interactive Comm. Skills	1
NO OU EQUIVALENT	OTAS 1220 Clinical Kinesiology Lab	1.5
NO OU EQUIVALENT	OTAS 1290 Rehabilitation Conditions	4
NO OU EQUIVALENT	OTAS 1150 Mental Health Tech. & Treat. lecture	2
NO OU EQUIVALENT	OTAS 1160 Mental Health Tech. & Treat. lab	1.5
NO OU EQUIVALENT	OTAS 1350 Pediatrics	1
NO OU EQUIVALENT	OTAS 1360 Pediatrics laboratory	1
NO OU EQUIVALENT	OTAS 1380 Documentation Skills I	1
NO OU EQUIVALENT	OTAS 1410 Level I Mental Health Fieldwork	1
NO OU EQUIVALENT	OTAS 2210 Physical Dysfunction Tech. & Treat lec.	2
NO OU EQUIVALENT	OTAS 2220 Physical Dysfunction Tech. & Treat lab	1.5
NO OU EQUIVALENT	OTAS 2310 Gerontics	1
NO OU EQUIVALENT	OTAS 2320 Gerontics Lab	1
NO OU EQUIVALENT	OTAS 2340 Program Support	1
NO OU EQUIVALENT	OTAS 2360 Fieldwork Preparation	1
NO OU EQUIVALENT	OTAS 2380 Documentation Skills II	1
NO OU EQUIVALENT	OTAS 2390 Assistive Technology	1.5
NO OU EQUIVALENT	OTAS 2420 Level I Physical Dysfunction Fieldwork	1
NO OU EQUIVALENT	OTAS 2480 Level II Mental Health Fieldwork	4
NO OU EQUIVALENT	OTAS 2490 Level II Physical Dysfunction Fieldwork	4

3. HEALTH INFORMATION TECHNOLOGY CONCENTRATION (66 CREDITS):

RHT 150 Composition I	ENGL 1180 Communications I	4
BIO 205 & 206 Human Anatomy & Lab	BIOL 2710 Human Physiological Anatomy	6
EXS 207 First Aid & CPR	PHED 2070 Wellness-Focus Prevention (Satisfies MCC's Arts & Sciences category V)	3
PSY 100 Introductory Psychology	PSYC 1010 Introductory Psychology	4
PHL 103 Ethics	PHI 2100 Introduction to Ethics (Satisfies MCC's Arts & Sciences category IV)	3
NO OU EQUIVALENT	HHSC 1700 Medical Terminology	3
NO OU EQUIVALENT	HITT 1102 Intro to Health Info Management	3
NO OU EQUIVALENT	HITT 1103 Legal Aspects of Health Info Manage.	3
NO OU EQUIVALENT	ITCS 1010 Computer and Info Processing Prin.	4
NO OU EQUIVALENT	HITT 1201 Pathophysiology and Pharmacology App.	3
NO OU EQUIVALENT	HITT 1203 Health Info. Management Systems	3
NO OU EQUIVALENT	HITT 1204 Int. Classification of Disease Coding	3
NO OU EQUIVALENT	HITT 1205 Computers in Health Care	3
NO OU EQUIVALENT	HITT 2101 Professional Practice Experience I	3
NO OU EQUIVALENT	HITT 2102 Reimbursement Methods	3
NO OU EQUIVALENT	HITT 2103 CPT/HCPCS and Outpatient Coding	3
NO OU EQUIVALENT	HITT 2104 Health Information Statistics	3
NO OU EQUIVALENT	HITT 2201 Professional Practice Experience II	3
NO OU EQUIVALENT	HITT 2202 Organization Performance for HIM Prof.	3

4. SURGICAL TECHNOLOGY CONCENTRATION (66 CREDITS):

RHT 150 Composition I	ENGL 1180 Communications I	4
BIO 205 & 206 Human Anatomy & Lab	BIOL 2710 Human Physiological Anatomy	6
EXS 207 First Aid & CPR	PHED 2070 Wellness-Focus Prevention (Satisfies MCC's Arts & Sciences category V)	3
PSY 100 Introductory Psychology	PSYC 1010 Introductory Psychology	4
PHL 103 Ethics	PHI 2100 Introduction to Ethics (Satisfies MCC's Arts & Sciences category IV)	3
NO OU EQUIVALENT	SURG 1050 Intro to Surgical Technology	2
NO OU EQUIVALENT	SURG 1060 Intro to Central Process. Dist.	4
NO OU EQUIVALENT	SURG 1070 Central Process. Dist. Tech Clin	8
NO OU EQUIVALENT	SURG 1051 Intro to Surgical Patient Care	2
NO OU EQUIVALENT	SURG 1200 Surgical Clinical 1	8
NO OU EQUIVALENT	SURG 1250 Surgical Specialities I	4
NO OU EQUIVALENT	SURG 1260 Surgical Pharmacology	3
NO OU EQUIVALENT	SURG 1300 Surgical Clinical II	8
NO OU EQUIVALENT	SURG 1350 Surgical Specialities II	4
NO OU EQUIVALENT	SURG 1360 Surgical Seminar	3

5. RESPIRATORY THERAPY CONCENTRATION (66 CREDITS):

RHT 150 Composition I	ENGL 1180 Communications I	4
BIO 205 & 206 Human Anatomy & Lab	BIOL 2710 Human Physiological Anatomy	6
EXS 207 First Aid & CPR	PHED 2070 Wellness-Focus Prevention (Satisfies MCC's Arts & Sciences category V)	3
PSY 100 Introductory Psychology	PSYC 1010 Introductory Psychology	4
PHL 103 Ethics	PHI 2100 Introduction to Ethics (Satisfies MCC's Arts & Sciences category IV)	3
NO OU EQUIVALENT	RSPT 1050 Clinical Cardiorespiratory Phys. Anat	4
NO OU EQUIVALENT	RSPT 1060 Physiochemical Basis of Resp. Therapy	3
NO OU EQUIVALENT	RSPT 1080 Resp Therapy Procedures I lecture	2
NO OU EQUIVALENT	RSPT 1090 Resp Therapy Procedures I lab	2
NO OU EQUIVALENT	BIOL 2730 or 2400 Microbiology	4
NO OU EQUIVALENT	RSPT 1110 Resp Therapy Procedures II lecture	2
NO OU EQUIVALENT	RSPT 1120 Resp Therapy Procedures II lab	4
NO OU EQUIVALENT	RSPT 1140 Cardiopulmonary Pathology	3
NO OU EQUIVALENT	RSPT 1200 Cardiopulmonary Pharmacology	1.5
NO OU EQUIVALENT	RSPT 1210 Pediatric/Neonatal Resp. Care	1.5
NO OU EQUIVALENT	RSPT 1260 Clinical Internship I	4
NO OU EQUIVALENT	RSPT 2250 Clinical Internship II	2
NO OU EQUIVALENT	RSPT 2260 Clinical Internship III	2
NO OU EQUIVALENT	RSPT 2330 Mechanical Ventilation Lecture	2
NO OU EQUIVALENT	RSPT 2340 Mechanical Ventilation Lab	1
NO OU EQUIVALENT	RSPT 2350 Advanced Diagnostics	3
NO OU EQUIVALENT	RSPT 2360 Clinical Internship IV	2
NO OU EQUIVALENT	RSPT 2420 Advanced Concepts in Resp. Care	3

6. MEDICAL ASSISTANT STUDIES CONCENTRATION (66 CREDITS):

RHT 150 Composition I	ENGL 1180 Communications I	4
BIO 205 & 206 Human Anatomy & Lab	BIOL 2710 Human Physiological Anatomy	6
EXS 207 First Aid & CPR	PHED 2070 Wellness-Focus Prevention (Satisfies MCC's Arts & Sciences category V)	3
PSY 100 Introductory Psychology	PSYC 1010 Introductory Psychology	4
PHL 103 Ethics	PHI 2100 Introduction to Ethics (Satisfies MCC's Arts & Sciences category IV)	3
NO OU EQUIVALENT	HHSC 1700 Medical Terminology	3
NO OU EQUIVALENT	BCOM 2050 Business Communications	4
NO OU EQUIVALENT	MAST 1120 Medical Assistant Clinical IA	2
NO OU EQUIVALENT	MAST 1130 Medical Assistant Clinical IB	2
NO OU EQUIVALENT	MAST 1150 Applied Math for Medical Assistants	2
NO OU EQUIVALENT	MAST 1720 Body Systems I	3
NO OU EQUIVALENT	MAST 1180 Medical Diagnostic Procedures	2
NO OU EQUIVALENT	MAST 1730 Body Systems II	3
NO OU EQUIVALENT	MAST 1160 Medical Assistant Clinical IIA	2
NO OU EQUIVALENT	MAST 1170 Medical Assistant Clinical IIB	2
NO OU EQUIVALENT	MAST 1400 Medical Assistant Insurance Forms	3
NO OU EQUIVALENT	MAST 1300 Medical Assistant Lab Tech. A	2
NO OU EQUIVALENT	MAST 1310 Medical Assistant Lab Tech. B	2
NO OU EQUIVALENT	MAST 1360 Medical Assistant Administration I	3
NO OU EQUIVALENT	MAST 1601 Medical Assistant Phlebotomy	3
NO OU EQUIVALENT	MAST 1420 Computer App. For Medical Assistants	3
NO OU EQUIVALENT	MAST 1600 Medical Assistant Externship	3
NO OU EQUIVALENT	MAST 1390 Medical Assistant Administration	2

Grade point policy

Students must maintain a cumulative GPA of 2.5 in all Applied Health Sciences course work applied to the major. Students in the major will be placed on probation if they earn a grade less than 2.0 in any course or if their cumulative grade point average in major course work falls below 2.5. Students who earn a second grade below 2.0 must have their programs reviewed by the faculty to determine remediation or termination from the program. In order to remove probationary status students must raise their major grade point average to 2.5 or higher.

Code of ethics

Ethical conduct is critical to a health profession. Therefore, in addition to the Academic Conduct Policies stated in the undergraduate catalogue, students are required to abide by the Codes of Conduct established by Oakland University. Violations will be reviewed by the faculty and could result in dismissal from the program.

Admission criteria

Students may be admitted to the program following successful completion of their associate degree from Macomb County Community College. All classes are transferable from Macomb County Community College per the Articulation agreement between the two schools. Returning students who have worked in their field following successful completion of their associate degree may now want to upgrade their degree in response to new national accrediting standards will also be accepted. Admission requirements are satisfied by admission to the University. Incoming freshman must be admitted to the Macomb2Oakland dual enrollment program and need to meet admission procedures for the Macomb Community College program. The School of Health Sciences does not support putting an age limit on the transferability of courses. We never have before so unless there is a particular reason we do not plan on limiting the courses. We are counting on older students who have been out in the field for many years with a associate's degree coming back to complete their bachelor's degree to fulfill their new certification requirements.

Internal supporting procedures

Numerous internal supporting procedures have, and will be addressed. These include primarily the provision of adequate student advising with the incorporation of a second School of Health Sciences adviser, and administrative procedures, the latter being the responsibility of the program director.

Library

We requested and have received a letter by Shawn Lombardo. We indicated that there would be no new faculty due to the initial student enrollment prediction, also no new courses will need to be developed because of sufficient cross-listing with present courses with the probability of future the development of one or two new sections from existing courses. Please see Appendix.

Implementation based in Career Paths

Rand J. O'Leary, VP, Clinical & Support Services for St. Joseph's Healthcare predicts that future health care professional will need skills to Grow into a Management Position in Healthcare. Health care professionals must acquire these skills through experience and continued education leading to a Baccalaureate or Masters' degree in their respected field. Skills needed to grow into a Management Position in Healthcare are the following;

Ability to Multi-task in fast paced environment

- Must have experience with Strategic planning, Six Sigma, etc.
- Excellent communication skills, both written and oral with the ability to present to both large & small groups.
- Team player with strong interpersonal, motivational and conflict resolution skills.
- In-depth knowledge of all regulations and laws relevant to the field including JHACO
- Knowledge of best practices in the field with the skills and ability to implement best practices and track results.
- In-depth understanding of all technical aspects of the field including computerized medical records, etc.
- Must be flexible and pro-active with the ability to continue to learn and pass on that knowledge.

The Career Paths and the Education already required or soon to be required are the following;

1. Director of Behavioral Medicine/Home Care
Graduate level degree required
2. Clinical Manager
BSN or Bachelor in Management
3. Assistant Clinical Manager
BSN or Bachelor in related healthcare field
4. Supervisor Home Care
Bachelor of Science in Nursing
5. Director of Cancer Care/Medical Imaging
Masters degree in BA, HA or related field
6. Manager of Medical Imaging & Oncology Information Systems
Bachelor degree in related science field
7. Supervisor Imaging Technology
Associated degree in Diagnostic Medical Sonography

8. Director of Cardiovascular Services
Graduate level degree required
9. Manager of Cardio/Neuro/Vascular
Completion of a two-year college program or technical school
10. Dir Ortho/Neuro/Rehab
Graduate level degree required
11. Manager of Rehabilitation Services B
Bachelor degree in Physical Therapy, Occupational Therapy, Speech
12. Supervisor of Physical Therapy, Occupational Therapy, or Respiratory Therapy
Bachelor degree in Physical Therapy, Occupational Therapy, or Respiratory Therapy
or related field
13. Lead Physical Therapy, Occupational Therapy or Respiratory Therapy Therapist
Bachelor degree in Physical Therapy, Occupational Therapy, or Respiratory Therapy
or related field

As of 10 - 15 Years Ago the following education was only acquired;

1. Director Behavioral Medicine/Home Care
Bachelor of Required, Masters Preferred
2. Clinical Manager
Registered Nurse, BSN Preferred
3. Asst Clinical Manager
Registered Nurse, BSN preferred
4. Supervisor in Home Care
Registered Nurse

Mr. O'Leary points out that in summary;

- Leadership development and expanded education will be required of all healthcare workers in the future.
- Although a priority, financial challenges will continue to limit healthcare and its ability to make these investments.
- Bachelor degree has become the entry level requirement for most if not all leadership positions.
- Healthcare will actively seek out the best and brightest in an increasingly competitive job market.

Clearly, education will be necessary to secure a position in the Health Care arena for the future.

Other unit contributions

Several service-oriented divisions on the Oakland University campus are well positioned to contribute to the success of the proposed major in Applied Health Sciences. Significant opportunity exists for cross-collaboration for mutual benefit. Among these divisions are Medical laboratory Sciences, Health Sciences, Occupational Safety and Health, Wellness, Health Promotion and Injury Prevention, Students Affairs and Campus Recreation, the Graham Health Center, Exercise Science, and Physical Therapy.

A definite area of potential mutual benefit should the proposed major be approved, would be the opportunity for senior students to offer multiple health and wellness services to their peers. A "domino effect" would occur, with student resources providing health initiatives to other students. Such services could take the form of health fairs, presentations, and other interventions in collaboration with the above units. There are opportunities for mutual benefit for students in the proposed major. Students coming from Macomb Community College will be able to continue their education leading to a Bachelors' degree in Applied Health Sciences. These students who wish to pursue other avenues once they have received their Applied Health Sciences degree can advance themselves with a Masters' or Doctorate degree from one of many opportunities offered in the School of Health Sciences or other advanced degrees offered at Oakland University.

Recruiting plans

Target Markets

Applied Health Sciences' target markets include students enrolled in associate degree programs from Macomb Community College's six Health Professions programs mentioned above. Another target market is the Associate Degree students who have already received their degree in Macomb's Health Profession and are returning to Oakland University to receive a Bachelor in Applied Health Sciences to meet their new accreditation standards. It is also anticipated that other articulation agreements with surrounding community colleges will be formulated in the future enhancing the Applied Health Sciences major. Incoming freshman, as well as current Oakland University students listed as undecided or undecided Health Sciences students may take advantage of this new major. Other target markets include transfer students as well as non-traditional age (25+) undergraduate and transfer students, and underrepresented students. This is a wide and varied audience. Marketing strategies to reach each of these markets will include:

- **General:**
 1. Update SHS website so prospective and current students can get accurate information on programs and contact information.
 2. Create a brochure highlighting new SHS Applied Health Sciences major.
 3. Create a short promotional video for SHS Applied Health Sciences major.
- **High School Students:**
 1. Inform Oakland University Admissions Advisers about accurate information regarding SHS programs for high school college fairs.
 2. Inform campus visit coordinator of SHS programs for high school student campus tours.
 3. Present on SHS programs in high school health/wellness courses.
 4. Attend OU open houses and Grizzly Day events to meet with prospective students.
 5. Send SHS brochures to guidance counselors and health teachers at all high schools in Wayne, Oakland, and Macomb counties.

- Transfer students:
 1. Represent SHS at transfer open houses and fairs.
 2. Represent SHS at Macomb Community College Transfer Tuesdays.
 3. Attend counselor to counselor updates at Macomb Community College.
 4. Update program guides for MCC.

- Non-traditional students (25+):
 1. Put ad in local newspapers promoting SHS, the Macomb2Oakland programs, and the new major.
 2. Post brochures in local coffee shops, grocery stores, etc...
 3. Radio ads.

- Underrepresented students:
 1. All action items listed for high school and transfer students.
 2. Contact departments within the university that focus on diversity such as: Center for Multicultural Initiatives, Department of Learning Resources, and International Students and Scholars.
 3. Set up scholarship fund for SHS diverse students.
 4. Represent SHS at McCree Scholars, PUB, KCP senior banquet.

Planned enrollment levels

At this time there are no direct barriers for implementation and no new faculty are needed due to the initial student enrollment prediction. No new courses will need to be developed because of sufficient cross-listing with present courses with the probability of future development of one or two new sections from existing courses. The benefit to Oakland University and the School of Health Sciences will be more students coming to Oakland University with more options within Health Sciences. Faculty and staff members from both institutions have reviewed and approved the curriculum. Additionally, the M2O articulation agreement allows OU to extend their offerings at Macomb Community College and it is foreseen that several of our Applied Health Sciences courses will be taught at this extension. There is a documented job market and an increase in salaries for these future graduates as identified by the attachments to this proposal. The following information details the proposed curriculum for the new major. It was initially anticipated that most of the students would already have the associate degree from MCC and would then transfer to OU to complete the bachelor's degree. However, there are some students that will not do it in that order and take courses at both institutions at the same time especially now with the dual enrollment program. Admissions will be based on official college transcripts demonstrating a C or better in A&P and micro, letters of recommendations from 2 professional in their field such as 2 surgeons in the Surgical Technology Concentration, and an employer, and also current employment in an experience in the field of preference. Most of the Macomb Community College health programs have selective admissions, so the students apply through the selective admissions process. In all of the Macomb Community College health professionals students must have a C or better in their program related courses, and a passing grade in their clinical courses to move forward. The Admissions Criteria for incoming freshman into the M2O Dual Enrollment are as follows:

Freshmen

Applicants must submit high school transcripts and ACT scores along with a completed application and \$25 application fee for undergraduate admission. Admission to the Macomb 2 Oakland program is based on a combination of criteria:

- Cumulative grade point averages in academic subjects of 3.2 or above.
- Applicants with cumulative grade point averages below 3.2 but above 2.5 may be admitted after consideration of the quality of academic preparation.
- ACT scores
- Number and types of college preparatory courses

We strongly encourage students to follow a college preparatory curriculum that includes:

- English, four years
- Mathematics, including intermediate algebra, minimum of three years
- Social sciences, minimum of three years
- Biological/physical sciences, minimum of three years
- Foreign language, minimum of two years

Planned enrollment expectations

Planned enrolment levels are fifteen students in the first year, with projected increases up to fifteen students per year thereafter. Of importance is the fact that this major will provide multiple opportunities for all Oakland University students to take courses related to Applied Health Sciences within the School of Health Sciences.

Letters of support from external sources

Letters of support were received from both external agencies, and university reviewers. See Appendix

Major Assessment

An extensive assessment plan is envisaged that would mirror the assessment procedures of the School of Health Sciences' Bachelor of Science in Applied Health Science Assessment Plan created by Dr. Richard J. Rozek. This plan would include sources of input as outlined below, implemented on timeframes similar to those used by Applied Health Sciences, and would culminate in changes in philosophy, mission, goals and procedures for the purpose of program enhancement. At present the program would not immediately be subject to evaluation or accrediting by an external body, and therefore this is not an impediment to implementation. This will facilitate graduate certification in the field. There exists the possibility of future accrediting of programs.

Sources of data for major assessment:

- a. Data from the admissions process, criteria for admissions, and class demographics.
- b. Faculty course evaluations.
- c. Student-completed course evaluations.
- d. Open forums with students.
- e. Summary data of student performance.
- f. Faculty evaluations of student performance in internships and senior culminating project work.
- g. Student evaluations of internship and project work sites.
- h. Two-year and exit surveys of students.
- i. Alumni surveys.
- j. Surveys of employers and co-workers of graduates.
- k. Program director work site reviews/assessment.

Sources of data for faculty assessment:

- a. Student courses evaluations.
- b. University tenure and promotion review process.
- c. Yearly merit review.
- d. Informal assessment of teaching by program director.

NEEDS AND COSTS OF THE MAJOR

Required additional resources

A number of assumptions were used to derive a five-year plan to determine the needs and costs of the program, and the required additional resources. Among the assumptions used in a detailed course-by-course analysis in the feasibility study, and further refined for the purposes of this proposal, are:

Faculty positions

Faculty positions have been factored into the Proforma Statement.

Staff positions

Facilitation of adequate student advising is now available with the addition of a new adviser in the School of Health Sciences. Administrative and staffing needs have been factored into the Proforma Statement

Library holdings

Library requirements are detailed in and factored into the Proforma Statement

Teaching assistants

Teaching assistants will not be needed.

Space

It is not anticipated that additional space will be required for the first three years since we are incorporating existing courses into the new major and half of their degree will be taken at Macomb County Community College. As the student population grows with more students entering the Applied Health Sciences major we anticipate bigger classrooms and eventually additional section being added. Provision of laboratory and additional classroom space will also not be required.

Equipment

Initial equipment needs are 5 new computers and the needs and costs have been factored into the Five-Year Plan and Proforma Statement (Appendix).

Direct support from outside agencies

No direct financial support has, as yet, been obtained from outside agencies. However, our participation at Macomb County Community College as more courses are generated at the Macomb County Community College campus will generate additional revenues to be used by this major. Given the interdisciplinary curriculum design, current course offerings provide a significant percentage of the degree, and represent effective and optimum use of internal resources.

Expected university commitment

Provision of financial resources for the hiring of new faculty and staff, and purchase of equipment, as per the Five-Year Plan and Proforma Statement As requested by the Senate Budget Review Committee, we have implemented a two Proforma plan. The first Proforma is the actual realistic assessment and the second refers to an optimistic scenario (Appendix).

Increased support the program will give the University

It is argued that the future support this program will attract for the University is significant and overwhelmingly positive, yet immeasurable at this stage. Feasibility study feedback yielded substantial positive feedback, and numerous public service opportunities were suggested.

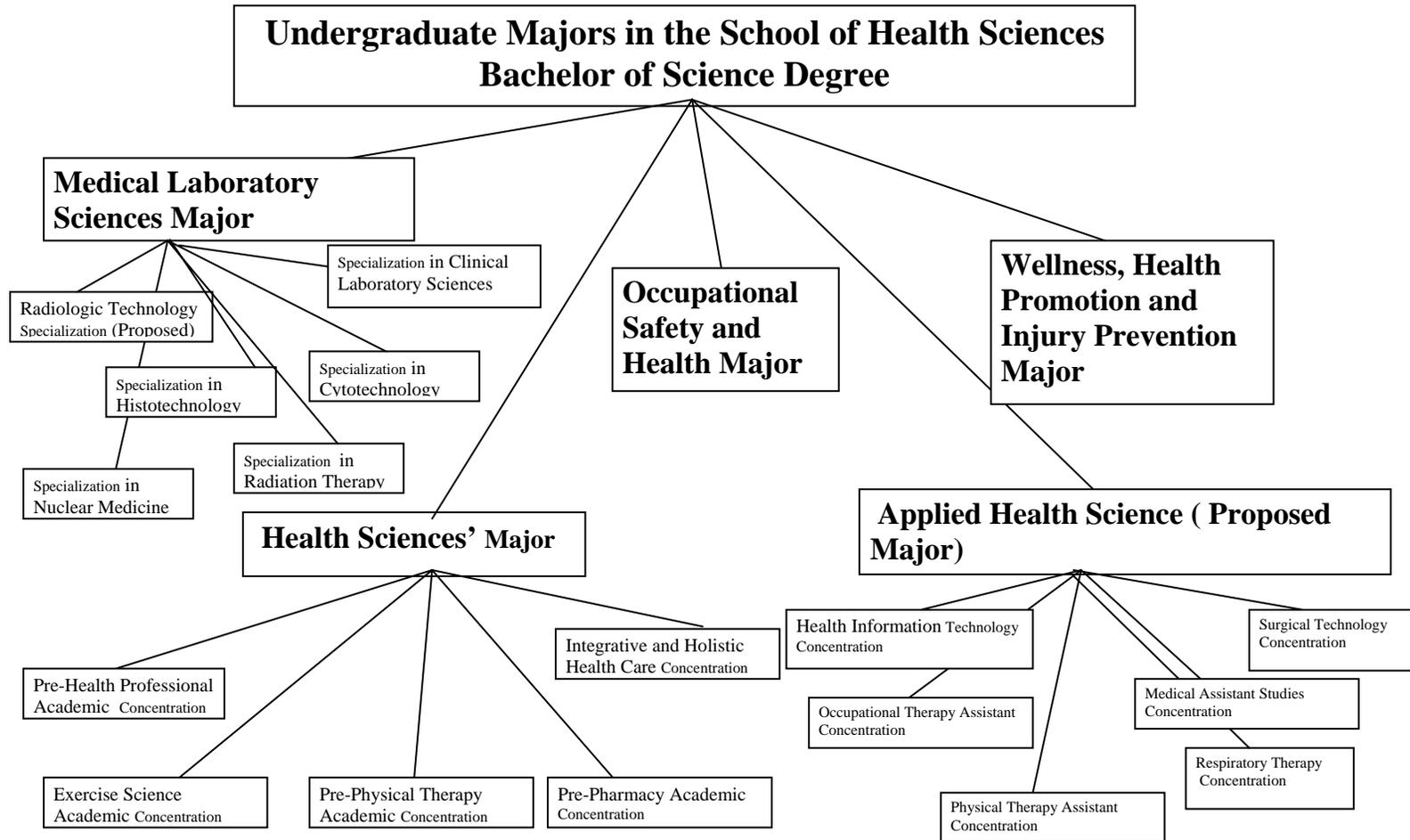
Tuition

The initial primary cost-recovery for this program is expected in the form of tuition and fees, as per the Five-Year Plan and Proforma Statement (Appendix J).

Public service

Initially, service outreach by this program is likely to be internal, with provision of peer wellness services to students, and later, the development of a comprehensive employee wellness program in conjunction with existing service providers on campus. The goal of the planned senior culminating experience course is to provide opportunity for undergraduate contract and research targeting local industry, as is done by other Oakland University research centers and institutes.

Undergraduate Health Sciences Flow Chart



School of Health Sciences

Bachelor of Science in Applied Health Science Major Assessment Plan

October, 2006

1. Oakland University goals as applied to the major in Applied Health Science
 - a) Oakland University assumes an obligation to advance knowledge, skills and abilities through the medium of high-quality undergraduate curricula, with the goal to prepare students for meaningful work and fulfilling lives.
 - b) Oakland University promotes research and creative endeavors to prepare students for the rigors of post-baccalaureate education.
 - c) Oakland University prepares students to serve the community by providing appropriate instructional techniques, and promoting an ethos of productive and responsible citizenship.

2. Academic unit goals
 - a) Applied Health Sciences students develop multi-disciplinary understanding of determinants and issues in health and wellness, thereby facilitating knowledge and skills for appropriate individual- and community-centered interventions.
 - b) Applied Health Science students are prepared with conceptual, technical, and other applied behavior change skills for a variety of careers in the health care field.
 - c) Applied Health Science students become effective communicators in health care.
 - b) The major in Applied Health Science prepares students for in allied health fields and possibly on to graduate education.
 - e) The major in Applied Health Sciences provides meaningful opportunities for students to develop applied health care, critical thinking and problem solving skills.
 - f) The major in Applied Health Sciences provides meaningful opportunities for students to apply knowledge, skills and abilities in service of the community or workplace.

3. Learning objectives

Recognized competencies for entry-level worksite health promotion practitioners form the basis for the set learning objectives. The program will not be externally accredited but should prepare students effectively to meet the challenge of

recognized external certification examinations. Student learning objectives adopted by the program are:

- a) Students will know and understand all learning outcomes pertaining to their profession and the guidelines set forth by the School of Health Sciences.
 - b) Students will learn the major determinants of health and health outcomes, and develop applied strategies in their professions.
 - c) Students will know and understand the interdisciplinary content within their fields of Applied Health Science.
 - d) Students will develop the knowledge and skills necessary for successful health care opportunities or entry to graduate schools in allied health fields.
 - e) Students will be able to apply their knowledge to solve real-world problems.
 - f) Students will be involved in community service, and/or applied research.
4. Methods to attain unit goals

Ongoing and planned assessment

An extensive assessment plan is in place for the major in Applied Health Science. The plan includes sources of input as outlined below and has culminated in changes in philosophy, mission, goals and procedures for the purpose of program enhancement. The program adopts a competency-based approach to knowledge, skills and abilities based on recognized competencies for the entry-level worksite health care practitioner, as published by external associations. Specific assessment devices (questionnaires, measuring, survey instruments etc.) continue to be developed as the program progresses, but many are already in place.

Direct sources of data for student performance:

- i. Evaluation of real-world, applied health care course projects, including random faculty peer review by multiple reviewers.
- ii. Evaluation of written and oral communication ability and health care materials produced by the student, including random faculty peer review by multiple reviewers.
- iii. Evaluation of student performance in practical and oral examinations.
- iv. Evaluation of student senior culminating experience (capstone) course performance requiring completion for graduation.
- v. Assessment embedded in other upper-level course exams or assignments.

Indirect sources of data for student performance:

- i. Correlation of admissions data, criteria for admissions, and class demographics with measured student success (graduation rates).
 - ii. Open-ended forums with students. Both specific and thematic feedback data will be recorded.
 - iii. Surveys of employers and co-workers of graduates.
 - iv. Program director work site reviews/assessment.
 - v. Measured success with admissions to graduate school.
5. Individuals responsible for assessment activities

Richard J. Rozek, Ph. D.
Associate Professor, OSH
Coordinator, Health Sciences

Telephone: (248) 370-3565
e-mail: rozek@oakland.edu
Fax: (248) 370-4227
Office: 372 Hannah Hall

References

Allied Health Careers

"**Allied Health**" is used to define a variety of health professions and covers as many as 100 different occupations, exclusive of physicians, nurses, and a handful of others. About two million allied health professionals work in the United States and are involved with the delivery of health or related services. They range from the identification, evaluation, and prevention of diseases and disorders, to dietary and nutrition services, to rehabilitation and health systems management, among others. Click on the links below for more information on the various careers.

Anesthesiologist Technicians

[Hospital Council of Pennsylvania](#)

Athletic Trainers

[American Medical Association](#)

[National Athletic Trainers' Association: Education Overview](#)

Biological and Medical Scientists

[U.S. Department of Labor Occupational Outlook Handbook](#)

Biomedical Engineers

[U.S. Department of Labor Occupational Outlook Handbook](#)

Blood Bank Technology Specialists

[American Medical Association](#)

[HealthCare at Monster.com: Unsung Blood-Bank Heroes Ensure Safe Blood Supply](#)

Cardiovascular Technicians

[U.S. Department of Labor Occupational Outlook Handbook](#)

[Medical Creer Information: Cardiovascular Technician](#)

Clinical Laboratory Scientists/Med Techs

[American Society for Clinical Laboratory Science \(ASCLS\)](#)

Clinical Laboratory Technicians

[U.S. Department of Labor Occupational Outlook Handbook](#)

[American Medical Association](#)

Counselors

[American Medical Association](#)

[U.S. Department of Labor Occupational Outlook Handbook](#)

Cytotechnologists

[American Medical Association](#)

Dental Assistants

[U.S. Department of Labor Occupational Outlook Handbook](#)

Dental Hygienists

[American Medical Association](#)

[U.S. Department of Labor Occupational Outlook Handbook](#)

Dental Laboratory Technicians

[American Medical Association](#)

[U.S. Department of Labor Occupational Outlook Handbook](#)

Dentists

[iSeek: Dentists](#)

[U.S. Department of Labor Occupational Outlook Handbook](#)

Diagnostic Medical Sonographers

[American Medical Association](#)

[U.S. Department of Labor Occupational Outlook Handbook](#)

Dietetic Technicians

[American Medical Association](#)

[U.S. Department of Labor Occupational Outlook Handbook](#)

Dieticians and Nutritionists

[American Medical Association](#)

[U.S. Department of Labor Occupational Outlook Handbook](#)

Electroneurodiagnostic Technicians

[American Medical Association](#)

Emergency Medical Technicians and Paramedics

[American Medical Association](#)

[U.S. Department of Labor Occupational Outlook Handbook](#)

Genetic Counselors

[American Medical Association](#)

Health and Safety Industrial Engineers

[U.S. Department of Labor Occupational Outlook Handbook](#)

Health Information Management

Service Professionals

[American Medical Association](#)

[U.S. Department of Labor Occupational Outlook Handbook](#)

Histologic Technicians/Histotechnicians

[American Medical Association](#)
[American Society for Clinical Pathology](#)

Kinesiotherapists
[American Medical Association](#)

Medical Assistants
[American Medical Association](#)
[U.S. Department of Labor Occupational Outlook Handbook](#)

Medical and Health Services Managers
[U.S. Department of Labor Occupational Outlook Handbook](#)

Medical Illustrators
[American Medical Association](#)

Medical Records and Health Information Technicians
[U.S. Department of Labor Occupational Outlook Handbook](#)

Medical Transcriptionists
[U.S. Department of Labor Occupational Outlook Handbook](#)

Music Therapists
[American Medical Association](#)

Nuclear Medicine Technologists
[American Medical Association](#)

Nursing, Psychiatric, and Home Health Aides
[U.S. Department of Labor Occupational Outlook Handbook](#)

Occupational Health and Safety Specialists and Technicians
[U.S. Department of Labor Occupational Outlook Handbook](#)

Occupational Therapists
[American Medical Association](#)
[U.S. Department of Labor Occupational Outlook Handbook](#)

Occupational Therapist Assistants and Aides
[American Medical Association](#)
[U.S. Department of Labor Occupational Outlook Handbook](#)

Ophthalmic Dispensing Opticians
[American Medical Association](#)

Ophthalmic Laboratory Opticians
[American Medical Association](#)

Ophthalmic Medical Opticians
[American Medical Association](#)

Optometrists
[U.S. Department of Labor Occupational Outlook Handbook](#)

Orthoptists
[American Medical Association](#)

Orthotists and Prosthetists
[American Medical Association](#)

Pathologist Assistants
[American Medical Association](#)

Perfusionists
[American Medical Association](#)

Personal and Home Care Aides
[U.S. Department of Labor Occupational Outlook Handbook](#)

Pharmacists
[U.S. Department of Labor Occupational Outlook Handbook](#)

Pharmacy Aides
[U.S. Department of Labor Occupational Outlook Handbook](#)

[Pharmacy Technicians](#)
[U.S. Department of Labor Occupational Outlook Handbook](#)

[Physical Therapists](#)
[American Medical Association](#)
[U.S. Department of Labor Occupational Outlook Handbook](#)

[Physician Assistants](#)
[American Medical Association](#)
[U.S. Department of Labor Occupational Outlook Handbook](#)

[Psychologists](#)
[U.S. Department of Labor Occupational Outlook Handbook](#)

[Radiation Therapists](#)
[American Medical Association](#)

[Radiologic Therapists](#)
[U.S. Department of Labor Occupational Outlook Handbook](#)

[Recreation and Fitness Workers](#)

[U.S. Department of Labor Occupational Outlook Handbook](#)

[Recreational Therapists](#)

[U.S. Department of Labor Occupational Outlook andbook](#)

[Rehabilitation Counselors](#)

[American Medical Association](#)

[Respiratory Therapists](#)

[American Medical Association](#)

[U.S. Department of Labor Occupational Outlook Handbook](#)

[Social and Human Service Assistants](#)

[U.S. Department of Labor Occupational Outlook Handbook](#)

[Social Services Occupations](#)

[U.S. Department of Labor Occupational Outlook Handbook](#)

[Sonographers](#)

[The Society of Diagnostic Medical Sonography](#)

[Surgical Assistants](#)

[Association of Surgical Assistants](#)

[Social Workers](#)

[U.S. Department of Labor Occupational Outlook Handbook](#)

[Surgical Technologists](#)

[American Medical Association](#)

[U.S. Department of Labor Occupational Outlook Handbook](#)

[Therapeutic Recreation Specialists](#)

[American Medical Association](#)

[Medical Transcriptionist](#)

- [Clinical Lab Technicians](#)
- [Pharmacy Technicians](#)
- [Radiographer](#)
- [Sonograhper](#)

APPENDIX

HEALTH INFORMATION TECHNOLOGY

Do you want a career in a fast growing medical profession without involvement in patient care? If so, Macomb's Health Information Technology program is for you! Health Information Technology professionals play a critical role in maintaining, collecting and analyzing the data that doctors, nurses and other healthcare providers rely on to deliver quality healthcare.

Jump start your interesting and challenging career as a Health Information Technology professional at Macomb.

Visit each link to learn about the career, program, admission requirements, career opportunities, courses and contact information. Discover why Macomb is an excellent choice to start your Health Information Technology career.

Health & Human Services

Macomb Community College

HITT-1102 - Introduction to Health Information Management & the Health Care Environment

3.00 credits

Prerequisite: Consent of the Program Coordinator, and BIOL-2710 and HHSC-1700 with grade C or better.

Corequisite: HITT-1103

This course provides the student with an introduction to the organization of health care and to the health information management profession. Health record content, documentation requirements, and the accrediting and licensing agencies that govern health information will be reviewed. (3 contact hrs) Center Campus. Fall semester only.

HITT-1103 - Legal Aspects of Health Information Management

3.00 credits

Prerequisite: Consent of the Program Coordinator, and BIOL-2710 and HHSC-1700 with grade C or better.

Corequisite: HITT-1102

This course covers legal and accreditation issues in health information management, including the Health Insurance Portability and Accountability Act (HIPAA); confidentiality and the right to privacy; the legislative process; the local, state and federal court system; legal vocabulary; retention directions; and ethical issues in health care and health information management. (3 contact hrs) Center Campus. Fall semester only.

HITT-1201 - Pathophysiology & Pharmacology Applications in Health Information**3.00 credits**

Prerequisite: HITT-1102 and HITT-1103 with grade C or better.

Corequisite: HITT-1206, HITT-1207, HITT-1208

The course focus is on description of conditions and diseases of the organ systems, including etiology, signs and symptoms, and methods of diagnosis and treatment. Students will build on their knowledge of anatomy and physiology and medical terminology through a detailed study of common pathological conditions and the drugs used in their treatment. (3 contact hrs) Center Campus. Winter semester only.

HITT-1206 - Health Information Management Systems**3.00 credits**

Prerequisite: HITT-1102 and HITT-1103 and ITCS-1010, with grade C or better.

Corequisite: HITT-1201, HITT-1207, HITT-1208

This course provides the students with an overview of various health information management systems. Students will gain knowledge of chart tracking, chart deficiency, processing release of information requests, master patient index and various registries. A hands-on lab will help the students gain proficiency in basic health information management functions. (4 contact hrs) Center Campus. Winter semester only.

HITT-1207 - International Classification of Disease (ICD) Coding**3.00 credits**

Prerequisite: HITT-1102 and HITT-1103 and ITCS-1010, with grade C or better.

Corequisite: HITT-1201, HITT-1206, HITT-1208

This course concerns the use of the International Classification of Disease (ICD) and corresponding Diagnostic Related Group (DRG) classification systems as used in diagnostic and procedural coding, inpatient reimbursement clinical classification systems, and related areas of study such as data quality and correct usage of the Uniform Hospital Discharge Data Set (UHDDS). This course uses encoder and grouping software. (4 contact hrs) Center Campus. Winter semester only.

HITT-1208 - Computers in Healthcare**2.00 credits**

Prerequisite: HITT-1102 and HITT-1103 and ITCS-1010, with grade C or better.

Corequisite: HITT-1201, HITT-1206, HITT-1207

This course, providing an overview of information technology in healthcare, reviews common software applications used in organizations (administrative, patient registration, ADT, clinical applications, point of care data capture, radiology, pharmacy, and other ancillary departments) and the role of the health information management professional in the applications. Students must be fluent with word processing, e-mail, Internet searching, Excel, PowerPoint, and basic database development and query. This course covers current information in the following areas: data and information, data integrity, document imaging, electronic health records and emerging technologies in healthcare information systems. (2 contact hrs) Center Campus. Winter semester only.

HITT-2101 - Professional Practice Experience 1**3.00 credits****Course Fee: \$78.00**

Prerequisite: HITT-1201, HITT-1206, HITT-1207, and HITT-1208, with grade C or better.

Corequisite: HITT-2105, HITT-2106, HITT-2107

During this professional practice experience, students will apply to non-acute care settings knowledge from the courses they have had. Students will be expected to complete the professional practice experience manuals provided at the beginning of the semester. This is a non-paid, non-working clinical affiliation. Students may be asked to complete assignments given by the clinical site periodically, but may not be substituted for paid workers. (8 contact hrs) Center Campus. Fall semester only.

HITT-2105 - Healthcare Reimbursement Systems

3.00 credits

Prerequisite: HITT-1201, HITT-1206, HITT-1207, and HITT-1208, with grade C or better.

Corequisite: HITT-2101, HITT-2106, HITT-2107

This course covers the complex financial systems in today's healthcare environment. The student will obtain insight into how reimbursement systems have made an impact on providers, payers, and consumers. Students will develop skills in coding compliance, revenue cycle management and case mix management. (3 contact hrs) Center Campus. Fall semester only.

HITT-2106 - CPT/HCPCS & Outpatient Coding

3.00 credits

Prerequisite: HITT-1201, HITT-1206, HITT-1207, and HITT-1208, with grade C or better.

Corequisite: HITT-2101, HITT-2105, HITT-2107

This course is a continuation of HITT-1207. Students will continue applying ICD and learn CPT/HCPCS coding with various body systems, disease processes and treatments in the outpatient settings. Billing and insurance procedures, as well as chargemaster description and maintenance, will be addressed. This course uses encoder and grouping software. (4 contact hrs) Center Campus. Fall semester only.

HITT-2107 - Health Information Statistics

4.00 credits

Prerequisite: HITT-1201, HITT-1206, HITT-1207, and HITT-1208, with grade C or better.

Corequisite: HITT-2101, HITT-2105, HITT-2106

This course discusses the fundamental concepts of the most frequently used health statistics including vital and descriptive statistics, emphasizing the reliability and validity of data and database issues, such as data searching and access. (4 contact hrs) Center Campus. Fall semester only.

HITT-2201 - Professional Practice Experience 2

3.00 credits

Course Fee: \$78.00

Prerequisite: HITT-2101, HITT-2105, HITT-2106, and HITT-2107, with grade C or better.

Corequisite: HITT-2202, HITT-2203, HITT-2204

Student will demonstrate basic competencies of health information technology in an acute care setting. This supervised professional practice experience will provide the students with observation of and interaction with health information functions. (16 contact hrs) Center Campus. Winter semester only.

HITT-2202 - Organizational Performance for Health Information Management Professionals

3.00 credits

Prerequisite: HITT-2101, HITT-2102, HITT-2103, and HITT-2104, with grade C or better.

Corequisite: HITT-2201, HITT-2203, HITT-2204

This course is an introduction to quality assessment and improvement techniques. Students will learn about data collection tools, data analysis, reporting methods, quality assessment plans, team development, utilization and resource management, case management, risk management, clinical and critical pathways, project management, and accreditation standards governing a variety of health care organizations. The instruction will cover the organizational structure of the medical staff and its composite members and will provide an overview of a Joint Commission on Accreditation of Health Care Organizations survey schedule. Other issues that may be addressed include practitioner credentialing, information management plans and how they interface with quality assessment efforts, standard performance measures, and practice guidelines. (3 contact hrs) Center Campus. Winter semester only.

HITT-2203 - Management for Health Information Management Professionals
3.00 credits

Prerequisite: HITT-2101, HITT-2102, HITT-2103, and HITT-2104, with grade of C or better.

Corequisite: HITT-2201, HITT-2202, HITT-2204

This course is an overview of management principles for first line managers in the Health Information Technology field. Topics covered in the course include: motivational theory, leadership, supervisory skills, human resource management, budgeting, ergonomics, marketing HIT services, presentation skills and techniques, professional image and development, HIT departmental performance improvement and appropriate oral and communication skills. (3 contact hrs) Center Campus. Winter semester only.

HITT-2204 - Health Information Technology Seminar
1.00 credits

Prerequisite: HITT-2101, HITT-2105, HITT-2106, and HITT-2107, with grade C or better.

Corequisite: HITT-2201, HITT-2202, HITT-2203

This course will assist the student to prepare for the national Registered Health Information Technician examination. The student will develop an individual or group study plan and complete a mock examination. In addition, the course will discuss skills for job searching and interviewing and review the importance of continuing education within the health information management profession. (1 contact hrs) Center Campus. Winter semester only.

MEDICAL ASSISTANT

Begin your interesting and challenging career as a Medical Assistant in Macomb's Medical Assistant program. Visit each link to find out about the Medical Assistant Program's requirements, courses, contacts, and career opportunities. Discover why Macomb is an excellent choice to start your career.

MAST-1120 - Medical Assistant Clinical 1A

2.00 credits

Prerequisite: None

Corequisite: MAST-1130

(formerly MAST-1020) (Note: All clinical courses need to be completed within two (2) years of graduation. Any course exceeding this two (2) year time requirement must be repeated.) The purpose of the course is to introduce the student to the basic skills and theory necessary to assist the physician in the examination, diagnosis, and treatment of the patient. Physical and emotional preparation of the patient will be stressed. Preparation of the facilities and armamentarium will be presented. Medical and surgical specialties will be defined and explored. (2 contact hrs) Center Campus. Fall semester only.

MAST-1130 - Medical Assistant Clinical 1B

2.00 credits

Course Fee: \$40.00

Prerequisite: None

Corequisite: MAST-1120

(formerly MAST-1030) (Note: All clinical courses need to be completed within two (2) years of graduation. Any course exceeding this two (2) year time requirement must be repeated.) The purpose of the course is to introduce the student to the basic medical assisting skills and techniques necessary to assist the physician in the examination, diagnosis, and treatment of the patient and the clinical armamentarium. This course is graded on a pass/fail basis. Pass/fail grades are not included in GPA calculations. Students are required to pass this course in order to progress in the program. (2 contact hrs) Center Campus. Fall semester only.

MAST-1150 - Applied Math for Medical Assistants

2.00 credits

Course Fee: \$10.00

Prerequisite: None

This course is designed to provide the medical assistant with the mathematical skills necessary to calculate, prepare, and administer drugs safely and confidently in an ambulatory medical setting. (2 contact hrs) Center Campus.

MAST-1160 - Medical Assistant Clinical 2A

2.00 credits

Prerequisite: MAST-1150

Corequisite: MAST-1170

(formerly MAST-1060) (Note: All clinical courses need to be completed within two (2) years of graduation. Any course exceeding this two (2) year time requirement must be repeated.) The purpose of this course is to introduce the student to the theory of interpreting the orders of the

physician. Preparation and administration of medications will be introduced. The medical assistant's responsibilities in physical therapy, radiology, and nutrition will be stressed. Emergency situations will be presented. Critical thinking in emergency situations will be stressed. (2 contact hrs) Center Campus. Winter semester only.

MAST-1170 - Medical Assistant Clinical 2B

2.00 credits

Course Fee: \$40.00

Prerequisite: MAST-1150

Corequisite: MAST-1160

(formerly MAST-1070) (Note: All clinical courses need to be completed within two (2) years of graduation. Any course exceeding this two (2) year time requirement must be repeated.) This course will examine common physician orders given to the medical assistant. Students will practice skills in medication administration, radiological preparation, nutrition therapy and learn to recognize emergency situations. This course is graded on a pass/fail basis. Pass/fail grades are not included in GPA calculations. Students are required to pass this course in order to progress in the program. (2 contact hrs) Center Campus. Winter semester only.

MAST-1180 - Medical Diagnostic Procedures

2.00 credits

Prerequisite: None

(Note: All clinical courses need to be completed within two (2) years of graduation. Any course exceeding this two (2) year time requirement must be repeated.) This course will introduce the student to basic skills and theory necessary to assist the physician in the diagnosis and treatment of the patient. The student will gain experience preparing patients for diagnostic procedures. Clinical knowledge and practice will be provided. (2 contact hrs) Center Campus.

MAST-1300 - Medical Assistant Laboratory Techniques A

2.00 credits

Prerequisite: None

Corequisite: MAST-1310

(formerly MOA 130) The purpose of this course is to provide the student with the knowledge of routine laboratory procedures used in the physician's office, out-patient clinics and HMOs. Urinalysis, hematology, microbiology, blood chemistries, and immunology will be studied. (2 contact hrs) Center Campus.

MAST-1310 - Medical Assistant Laboratory Techniques B

2.00 credits

Course Fee: \$30.00

Prerequisite: None

Corequisite: MAST-1300

(formerly MOA 131) The purpose of this course is to provide the student with the practical applications of routine laboratory procedures used in the physician's office, out-patient clinics, and HMOs. Urinalysis, hematology, microbiology, blood chemistries, immunological studies and microscopic examinations of specimens will be practiced. This course is graded on a pass/fail basis. Pass/fail grades are not included in GPA calculations. Students are required to pass this course in order to progress in the program. (2 contact hrs) Center Campus.

MAST-1360 - Medical Assistant Administration 1

3.00 credits

Prerequisite: None

(formerly MOA 136) Procedures of medical and office administration, such as the reception of patients, telephone techniques, filing, medical records, communications, billing procedures, and medical law and ethics will be presented. (3 contact hrs) Center Campus. Fall semester only.

MAST-1390 - Medical Assistant Administration 2

2.00 credits

Prerequisite: None

(formerly MAST-1380) This course is designed to give the student a short and intensive course in the essentials of accounting in the medical office setting. Students will learn to analyze financial transactions and prepare financial reports for a physician's office. (2 contact hrs) Center Campus.

MAST-1400 - Medical Assistant Insurance Forms

3.00 credits

Prerequisite: None

(formerly MOA 140) Procedures used in the completion of medical insurance forms: Blue Shield, Medicare, Medicaid, CHAMPUS, CHAMPVA, FEP, Workman's Compensation, and Health Insurance Council.(3 contact hrs) Center Campus. Winter semester only.

MAST-1420 - Computer Applications for Medical Assistants

3.00 credits

Course Fee: \$10.00

Prerequisite: None

(formerly MOA 142) This course is designed to be an introduction to the computer and its practical application in the medical office. The software Medisoft will be introduced and the student will learn the fundamentals of transcription. Basic knowledge of computer is recommended. (3 contact hrs) Center Campus.

MAST-1600 - Medical Assistant Externship

3.00 credits

Course Fee: \$40.00

Prerequisite: Consent of clinical coordinator.

(formerly MOA 160) The student is placed in an office within the community for clinical/administration work experience enabling the student to effectively integrate and coordinate the various skills acquired through formal classroom work. This course is graded on a pass/fail basis. Pass/fail grades are not included in GPA calculations. Students are required to pass this course in order to progress in the program. (12 contact hrs) Center Campus. Winter semester only.

MAST-1601 - Medical Assistant Phlebotomy

3.00 credits

Course Fee: \$30.00

Prerequisite: Consent of program coordinator.

Note: All clinical courses need to be completed within two (2) years of graduation. Any course exceeding this two (2) year time requirement must be repeated. The purpose of this course is to introduce the student to the basic skills of phlebotomy. Proper technique will be learned for physicians' offices and outpatient clinics. (3 contact hrs per week for 16 weeks) Center Campus.

MAST-1720 - Body Systems 1

3.00 credits

Prerequisite: None

(formerly MOA 172) The purpose of this course is to introduce the student to basic anatomy and physiology, common pathology and pharmacology applied to the field of Medical Assisting. Topics covered include: anatomy and physiology of the integumentary, skeletal, muscular, endocrine, central, peripheral and autonomic nervous systems and the special senses as well as modalities for diagnostic testing and treatment of patients in an ambulatory setting. This course has been designed specifically for students in the Medical Assistant program. (3 contact hrs) Center Campus. Fall semester only.

MAST-1730 - Body Systems 2**3.00 credits**

Prerequisite: None

(formerly MOA 173) The purpose of this course is to introduce the student to basic anatomy and physiology, common pathology and pharmacology applied to the field of Medical Assisting. Topics covered include: anatomy and physiology of the circulatory, lymphatic, respiratory, digestive, urinary, and reproductive systems, as well as modalities for diagnostic testing and treatment of patients in an ambulatory setting. This course has been designed specifically for students in the Medical Assistant program. (3 contact hrs) Center Campus. Winter semester only.

MAST-2901 - Directed Study**1.00 credits**

Course Fee: \$30.00

Prerequisite: Approval of directed study agreement

(formerly MOA 290A) Under the direction of an appropriate faculty member, students may pursue studies related to their academic interests on an independent basis. This course may be selected more than once (4 credit hours maximum) with the consent of the associate dean.(1 contact hr)

MAST-2902 - Directed Study**2.00 credits**

Course Fee: \$30.00

Prerequisite: Approval of directed study agreement

Under the direction of an appropriate faculty member, students may pursue studies related to their academic interests on an independent basis. (2 contact hrs)

MAST-2903 - Directed Study**3.00 credits**

Course Fee: \$30.00

Prerequisite: Approval of directed study agreement

(formerly MOA 290C) Under the direction of an appropriate faculty member, students may pursue studies related to their academic interests on an independent basis. (3 contact hrs)

OCCUPATIONAL THERAPY ASSISTANT

Do you like helping people?

Jump Start your interesting and challenging career as an Occupational Therapy Assistant in Macomb's Occupational Therapy Assistant Program.

Visit the links to learn about the career, program, admission requirements, career opportunities, courses, Macomb's occupational therapy program faculty and staff, hospital affiliates, and clinical training requirements to see why you are making an excellent choice in choosing the Occupational Therapy Assistant program at Macomb.

If you have any questions or need more information, contact [Phyllis A. Clements](#), M.A., OTR, Program Coordinator.

OTAS-1010 - Activity Media & Task Analysis

1.50 credits

Course Fee: \$30.00

Prerequisite: Admission into Occupational Therapy Assistant program.

Corequisite: OTAS-1020, OTAS-1110, OTAS-1210, OTAS-1220, OTAS-1310

(formerly OTA 101) This course is designed as an introduction to media analysis. Various crafts, leisure activities, and daily tasks are utilized for beginning therapeutic application. The course includes emphasis on grading and adapting various media and introduces the Occupational Therapy Practice Framework. Age appropriateness, disability, and appreciation of multicultural factors are emphasized. (3 contact hrs) Center Campus.

OTAS-1020 - Medical Language

1.50 credits

Course Fee: \$10.00

Prerequisite: Admission into Occupational Therapy Assistant program.

Corequisite: OTAS-1330

(formerly OTA 102) This course provides an introduction to medical terminology, including psychiatric terminology commonly used in occupational therapy practice settings. Emphasis placed on knowledge of word parts, prefixes, suffixes, medical abbreviations, and ability to read medical notes. Utilization of an independent study method of computer-assisted learning disks included in course (2 contact hrs) Center Campus.

OTAS-1110 - Mental Health Conditions

3.00 credits

Prerequisite: Admission into Occupational Therapy Assistant program and PSYC-1010.

(formerly OTA 111) This course provides an overview of the most common psychiatric disorders referred to occupational therapy. Reviews definition, etiology, incidence, pathology, goal setting and team members. (3 contact hrs) Center Campus.

OTAS-1150 - Mental Health Techniques & Treatment

2.00 credits

Prerequisite: Admission into Occupational Therapy Assistant program and OTAS-1110 and PSYC-1010.

Corequisite: OTAS-1160

(formerly OTA 115) This course provides an overview of the occupational therapy treatment process including evaluation and treatment techniques utilized in mental health settings. Emphasis placed on intervention techniques appropriate for the Certified Occupational Therapy Assistant (COTA). Reviews occupational therapy theories, therapeutic use of self, activities of daily living (ADL), cognitive and sensorimotor activities. (2 contact hrs) Center Campus.

OTAS-1160 - Mental Health Techniques & Treatment Lab

1.50 credits

Course Fee: \$10.00

Prerequisite: Admission into Occupational Therapy Assistant program and OTAS-1110 and PSYC-1010.

Corequisite: OTAS-1380

(formerly OTA 116) This course is designed to teach various techniques and skills used in treatment for persons referred to a mental health occupational therapy clinic. Emphasis is placed on application of the occupational therapy treatment process. Administration of standardized and non-standardized tests and evaluations appropriate to the role of the Certified Occupational Therapy Assistant (COTA) are reviewed. Students present a patient group activity. (3 contact hrs) Center Campus.

OTAS-1210 - Clinical Kinesiology

3.00 credits

Prerequisite: Admission into Occupational Therapy Assistant program and BIOL-2710.

Corequisite: OTAS-1220

(formerly OTA 121) This course studies functional human musculoskeletal movement and its interrelationship to the neuromuscular system as a foundation to the basic understanding of normal and abnormal movements. In addition, the course includes an analysis of basic principles of biomechanics in functional activity and an introduction to gross manual muscle testing. (3 contact hrs) Center Campus.

OTAS-1220 - Kinesiology - Laboratory

1.50 credits

Course Fee: \$10.00

Prerequisite: Admission into Occupational Therapy Assistant program and BIOL-2710.

Corequisite: OTAS-1210

(formerly OTA 122) Offering correlated laboratory practice in kinesiology, this course covers basic biomechanics, range of motion (ROM) techniques, transfers, activities of daily living (ADL) motion analysis, barrier-free design and assessment, wheelchair sensitivity exercise, and universal precautions for infection control. (3 contact hrs) Center Campus.

OTAS-1290 - Rehabilitation Conditions

4.00 credits

Prerequisite: Admission into Occupational Therapy Assistant program and OTAS-1010, OTAS-1020, OTAS-1210, OTAS-1220, OTAS-1310, and BIOL-2710.

(replaces OTAS-1240, OTAS-1250, OTAS-1260, OTAS-1270, and OTAS-1280) This course

provides an overview of the most common conditions referred to occupational therapy and reviews definition, etiology, incidence, pathology, and team members with an emphasis on clinical reasoning skills. (4 contact hrs) Center Campus.

OTAS-1310 - Life Span Development

2.00 credits

Prerequisite: Admission into Occupational Therapy Assistant program.

(formerly OTA 131) This course provides an overview of the biological, cognitive, socioemotional and sensorimotor processes throughout the life span. Students are exposed to theories and research findings regarding development. (2 contact hrs) Center Campus.

OTAS-1330 - Patient Interactive Communication Skills

1.00 credits

Prerequisite: Admission into Occupational Therapy Assistant program.

Corequisite: OTAS-1020

(formerly OTA 133) This course is designed to review the techniques used to facilitate communication among team members. Covers management styles, interviewing patients, developing therapeutic relationships, conflict management, problem-solving, stress management and the teaching learning process. (2 contact hrs) Center Campus.

OTAS-1350 - Pediatrics

1.00 credits

Prerequisite: Admission into Occupational Therapy Assistant program and OTAS-1310.

Corequisite: OTAS-1360

(formerly OTA 135) This course is designed to review the role and function of occupational therapy in pediatrics. School system and other community based settings are covered and intervention strategies which are used for assessment and treatment. Diseases/disabilities most commonly referred to pediatric occupational therapy are reviewed. (1 contact hr) Center Campus.

OTAS-1360 - Pediatrics Laboratory

1.00 credits

Course Fee: \$30.00

Prerequisite: Admission into Occupational Therapy Assistant program and OTAS-1310.

Corequisite: OTAS-1350

(formerly OTA 136) This course is designed to teach various techniques and skills used in treatment for persons referred to a pediatric occupational therapy clinic. Role of school based therapist is also included. Emphasis is placed on assessment and treatment techniques which cover the cognitive, psychomotor and affective domains. (2 contact hrs) Center Campus.

OTAS-1380 - Documentation Skills 1

1.00 credits

Prerequisite: Admission into Occupational Therapy Assistant program and OTAS-1110 and PSYC-1010.

Corequisite: OTAS-1410, OTAS-1150, OTAS-1160

(formerly OTA 138) This course introduces the student to basic concepts of documentation and beginning note writing skills for the occupational therapy assistant. The course will explore various documentation formats, computer-aided documentation, third-part reimbursement guidelines and regulations, and issues of confidentiality and the Health Insurance Portability and Accountability Act (HIPAA). A patient case study will be used to understand OT evaluations, intervention plans, long- and short-term goals/objectives, progress notes, and discontinuation

summaries. Problem Oriented Medical Record (POMR) will be introduced and progress note formats will be presented utilizing the OT practice framework terminology. (2 contact hrs) Center Campus.

OTAS-1410 - Level I - Mental Health Fieldwork

1.00 credits

Course Fee: \$40.00

Prerequisite: Admission into Occupational Therapy Assistant program and OTAS-1110 and PSYC-1010.

Corequisite: OTAS-1150

(formerly OTA 141) Directed clinical observation of occupational therapy personnel and patients in a clinical setting. Allows student opportunity for directed participation to apply therapeutic concepts while under supervision. Students are individually assigned. (8 contact hrs per week for 8 wks) Center Campus.

OTAS-1450 - Level 1 Fieldwork - First Placement

1.00 credits

Course Fee: \$40.00

Prerequisite: Admission into Occupational Therapy Assistant program and OTAS-1110 and PSYC-1010.

Corequisite: OTAS-1150, OTAS-1160, OTAS-1380

(formerly OTAS-1410) By providing supervised clinical experience, this course gives the beginning level-1 student experience in basic occupational therapy interventions and the opportunity to apply therapeutic concepts under the supervision of a qualified clinician. (8 contact hrs per week for 8 wks) Center Campus.

OTAS-2210 - Physical Dysfunction Techniques & Treatment - Lecture

2.00 credits

Prerequisite: Admission into Occupational Therapy Assistant program and OTAS-1210, OTAS-1220, and OTAS-1290.

Corequisite: OTAS-2220, OTAS-2380, OTAS-2420

(formerly OTA 221) This course provides an overview of the occupational therapy treatment process including evaluation and treatment techniques utilized in physical dysfunction settings. Emphasis placed on treatment application and intervention techniques appropriate for the Certified Occupational Therapy Assistant (COTA). Reviews occupational therapy frame of reference, treatment approaches, activities of daily living (ADL), cognition, perception, work simplification, energy conservation, sensorimotor, neuromuscular and selected orthotic activities. (2 contact hrs) Center Campus.

OTAS-2220 - Physical Dysfunction Techniques & Treatment - Laboratory

1.50 credits

Course Fee: \$30.00

Prerequisite: Admission into Occupational Therapy Assistant program and OTAS-1210, OTAS-1220, and OTAS-1290.

Corequisite: OTAS-2210, OTAS-2380, OTAS-2420

(formerly OTA 222) This course is designed to teach various techniques and skills used in treatment for persons referred to a physical dysfunction occupational therapy setting. Emphasis is placed on application of the occupational therapy treatment process. Administration of standardized and non-standardized tests and evaluations appropriate to the role of the Certified Occupational Therapy Assistant (COTA) are reviewed. Students fabricate small activities of daily living (ADL) assistive and orthotic devices. (3 contact hrs) Center Campus.

OTAS-2310 - Gerontics Lecture**1.00 credits***Prerequisite:* Admission into Occupational Therapy Assistant program and OTAS-1310.*Corequisite:* OTAS-2320

(formerly OTA 231) This course is designed to review the role and function of occupational therapy in geriatrics and the cognitive and physiological changes which occur in the body as a result of the normal aging process. The course will give an overview of the aging process, theories, activity planning, and barrier-free design. (1 contact hr) Center Campus.

OTAS-2320 - Gerontics Laboratory**1.00 credits****Course Fee: \$30.00***Prerequisite:* Admission into Occupational Therapy Assistant program and OTAS-1310.*Corequisite:* OTAS-2310

(formerly OTA 232) This course is designed to teach various techniques and skills used in treatment for persons referred to a geriatric occupational therapy setting. Group techniques, activity planning, assistive devices for activities of daily living (ADL), diversity training, universal precautions are covered. Course allows students to generate creative ideas for practical use in treatment settings. (2 contact hrs) Center Campus.

OTAS-2340 - Program Support**1.00 credits***Prerequisite:* Admission into Occupational Therapy Assistant program and OTAS-1150 and OTAS-2210.

(formerly OTA 234) This course is designed to review organization and management concerns as it relates to the Certified Occupational Therapy Assistant (COTA). Team collaboration between Occupational Therapist Registered (OTR)/Certified Occupational Therapy Assistant (COTA) is discussed. Professional standards and ethics, research, marketing, state/federal regulatory laws, budgeting, third party reimbursement, program and space planning are covered. (1 contact hr) Center Campus.

OTAS-2360 - Fieldwork Prep: From Classroom to Clinic**1.00 credits***Prerequisite:* Admission into Occupational Therapy Assistant program and OTAS-1410.*Corequisite:* OTAS-2420

(formerly OTA 236) This course is designed to prepare the student for the realities of occupational therapy clinical practice. The course reviews what skills are needed to make the transition from classroom to the clinic. Covers competency standards expected on Level 2 fieldwork in cognitive, psychomotor and affective domains. (1 contact hr) Center Campus.

OTAS-2380 - Documentation Skills 2**1.00 credits***Prerequisite:* Admission into Occupational Therapy Assistant program and OTAS-1290 and OTAS-1380.*Corequisite:* OTAS-2210, OTAS-2220, OTAS-2420

(formerly OTA 238) Building upon the skills presented in OTAS-1380, Documentation Skills 1, this course teaches third-party reimbursement guidelines/regulations and appeals, teaches standards for confidentiality and the Health Insurance Portability and Accountability Act (HIPAA), and teaches the documentation of intervention plans, long- and short-term goals/objectives,

progress notes, and discontinuation summaries utilizing actual client intervention sessions. (2 contact hrs) Center Campus.

OTAS-2390 - Assistive Technology

1.50 credits

Prerequisite: Admission into Occupational Therapy Assistant program and OTAS-1210, OTAS-1220, OTAS-1350, and OTAS-1360.

(formerly OTA 239) This course is designed to provide an overview on how technology is being used to enhance patient treatment in a variety of work settings. Covers seating and mobility aids, drivers training aids, assistive technology devices, computer adaptations, switch activated toys, and other high and low tech devices. (3 contact hrs) Center Campus.

OTAS-2450 - Level 1 Fieldwork - Second Placement

1.00 credits

Course Fee: \$40.00

Prerequisite: Admission into Occupational Therapy Assistant program and OTAS-1450.

Corequisite: OTAS-2210, OTAS-2220, OTAS-2380

(formerly OTAS-2420) This course provides supervised clinical experience to give the beginning level 1 student an opportunity for continued practice of basic occupational therapy interventions under the supervision of a qualified clinician. (8 contact hours per week for 8 weeks) Center Campus.

OTAS-2480 - Level 2 - Mental Health Fieldwork

4.00 credits

Course Fee: \$40.00

Prerequisite: Admission into Occupational Therapy Assistant program and HHSC-1030, OTAS-1010, OTAS-1020, OTAS-1110, OTAS-1150, OTAS-1160, OTAS-1210, OTAS-1220, OTAS-1290, OTAS-1310, OTAS-1330, OTAS-1350, OTAS-1360, OTAS-1380, OTAS-1410, OTAS-2210, OTAS-2220, OTAS-2310, OTAS-2320, OTAS-2340, OTAS-2360, OTAS-2380, OTAS-2390, and OTAS-2420.

Corequisite: OTAS-2490

(formerly OTA 248) Student must meet criteria for fieldwork as outlined in OTA Student Handbook. Full-time eight week clinical experience in a mental health setting. Patient evaluation and treatment performed while under supervision. Students are individually assigned. The level 2 clinical fieldwork must be completed within 18 months of the didactic coursework. Seminar required monthly. (40 contact hrs per week for 8 wks) Center Campus.

OTAS-2490 - Level 2 - Physical Dysfunction Fieldwork

4.00 credits

Course Fee: \$40.00

Prerequisite: Admission into Occupational Therapy Assistant program and HHSC-1030, OTAS-1010, OTAS-1020, OTAS-1110, OTAS-1150, OTAS-1160, OTAS-1210, OTAS-1220, OTAS-1290, OTAS-1310, OTAS-1330, OTAS-1350, OTAS-1360, OTAS-1380, OTAS-1410, OTAS-2210, OTAS-2220, OTAS-2310, OTAS-2320, OTAS-2340, OTAS-2360, OTAS-2380, OTAS-2390, and OTAS-2420.

Corequisite: OTAS-2480

(formerly OTA 249) Student must meet criteria for fieldwork as outlined in OTA Student Handbook. Full-time eight week clinical experience in a physical dysfunction setting. Patient evaluation and treatment performed while under supervision. Students are individually assigned. The level 2 clinical fieldwork must be completed within 18 months of the didactic coursework. Seminar required monthly. (40 contact hrs per week for 8 wks) Center Campus.

OTAS-2580 - Level 2 Fieldwork - First Placement**4.00 credits****Course Fee: \$40.00**

Prerequisite: Admission into Occupational Therapy Assistant program and OTAS-1450 and OTAS-2450.

Corequisite: OTAS-2590

(formerly OTAS-2480) This course provides supervised clinical experience for the advanced student who will apply therapeutic techniques and practice competent entry-level clinical applications under the supervision of a qualified clinician. (40 contact hours per week for 8 weeks) Center Campus.

OTAS-2590 - Level 2 Fieldwork - Second Placement**4.00 credits****Course Fee: \$40.00**

Prerequisite: Admission into Occupational Therapy Assistant program and OTAS-1450 and OTAS-2450.

Corequisite: OTAS-2580

(formerly OTA 249) This course provides supervised clinical experience for the advanced student to continue to apply therapeutic techniques and practice competent entry-level clinical applications under the supervision of a qualified clinician. (40 contact hours per week for 8 weeks) Center Campus.

OTAS-2901 - Directed Study**1.00 credits****Course Fee: \$30.00**

Prerequisite: Admission into the Occupational Therapy Assistant program and approval of directed study agreement.

Under the direction of an appropriate faculty member, students may pursue studies related to their academic interests on an independent basis. This course may be selected more than once (4 credit hours maximum) with the written consent of the associate dean. (1 contact hr)

OTAS-2904 - Directed Study**4.00 credits****Course Fee: \$30.00**

Prerequisite: Admission into the Occupational Therapy Assistant program and approval of directed study agreement.

Under the direction of an appropriate faculty member, students may pursue studies related to their academic interests on an independent basis. (4 contact hrs)

PHYSICAL THERAPIST ASSISTANT

Physical Therapist Assistants are technically educated health care providers who assist physical therapists in the provision of care. Working under the direction and supervision of a physical therapist, PTAs work to restore function, reduce pain and enhance wellness in patients with a variety of conditions. Physical Therapists Assistants provide selected

interventions for patients with orthopedic, neurological, athletic, occupational and congenital conditions.

Hands on application of Physical Therapy interventions are only one aspect of this rewarding career. You will be called on to instruct and motivate patients and their families through the use of compassion and skilled communication. You will become a problem solver, critical thinker and productive member of a rehabilitation team.

Students seeking admission to the Physical Therapist Assistant Program should enjoy close contact with all types of people and be comfortable with working in and around medical facilities. A significant amount of personal mobility is required for employment as a Physical Therapist Assistant. For additional career information see APTA.org.

Physical Therapist Assistant students study in traditional classroom and laboratory settings. Our on-site PT lab is designed to provide students with a realistic opportunity to experience and perfect a broad range of hands on skills including the use of therapeutic modalities and specialized exercise programming. Students also participate in an extensive clinical education program.

The Physical Therapist Assistant Program at Macomb Community College is a two-year competency based program awarding the Associate of Applied Science Degree. The program is accredited by the Commission on Accreditation of Physical Therapy Education.

PTAS-1020 - Physical Therapy Procedures 1 - Lecture
2.00 credits

Prerequisite: Admission into the Physical Therapist Assistant program and BIOL-2710.
Corequisite: HHSC-1020, PTAS-1030

(formerly PTA 102) The basic fundamentals of patient care as applied to physical therapy are the focus of this course, which covers the principles of patient management and the formation of a strong foundation for clinical decision making skills based on physiological principles. These principles and skills are related to the use of selected modalities, gait training, transfers, and body mechanics. (2 contact hrs) Center Campus. Fall Semester only.

PTAS-1030 - Physical Therapy Procedures 1 - Laboratory
3.00 credits

Course Fee: \$78.00

Prerequisite: Admission into the Physical Therapist Assistant program, BIOL-2710, and HHSC-1020.

Corequisite: PTAS-1070, HHSC-1020

(formerly PTA 103) This course provides the PTA student with practical experiences in the fundamentals of patient care and selected modalities. The focus is on the development of psychomotor and decision making skills associated with the application of basic physical therapy skills and techniques. (6 contact hrs) Center Campus. Fall semester only.

PTAS-1070 - Joint Structure & Function - Lecture
2.00 credits

Prerequisite: Admission into the Physical Therapist Assistant program, BIOL-2710, and HHSC-1020.

Corequisite: PTAS-1080, HHSC-1020

(formerly PTA 107) This course provides the academic framework for the understanding of functional anatomy as related to PTA techniques and skills. Subjects include a study of the major muscle groups, innervations, skeletal anatomy, joint structure, and the relationship of these structures to exercise and functional activity. In addition, the course presents measurement techniques of goniometry and anthropometrics. (2 contact hrs) Center Campus. Fall semester only.

PTAS-1080 - Joint Structure & Function - Laboratory

1.00 credits

Course Fee: \$40.00

Prerequisite: Admission into the Physical Therapist Assistant program and BIOL-2710.

Corequisite: PTAS-1090, HHSC-1020

(formerly PTA 108) The purpose of the course is to correlate basic knowledge in functional anatomy with development of PTA techniques and skills. This course offers practical laboratory experience in functional anatomy as related to these techniques and skills in goniometric and anthropometric measurements. (2 contact hrs) Center Campus. Fall semester only.

PTAS-1090 - Medical Issues for the Physical Therapist Assistant

1.50 credits

Prerequisite: Admission into the Physical Therapist Assistant program and BIOL-2710.

Corequisite: PTAS-1020, HHSC-1020

(formerly PTA 109) This course introduces selected medical issues to the physical therapist assistant student. Topics include a discussion of etiology and clinical course medical management of pathologies commonly treated by physical therapy. (3 contact hrs per week for 8 weeks) Center Campus. Fall semester only.

PTAS-1140 - Life Span Development for PTA

2.00 credits

Prerequisite: Admission into the Physical Therapist Assistant program, and HHSC-1020, PTAS-1020, PTAS-1030, PTAS-1070, PTAS-1080, and PTAS-1090.

Corequisite: PTAS-1150

(formerly PTA 114) This course provides basic knowledge of normal human development of movement and function from birth to death. Included are the physical, social, emotional and cognitive changes that occur with normal maturation throughout the life span. Also presented is an orientation to techniques of positive interaction skills for the physical therapist assistant student. Observational experiences in selected settings are provided. (2 contact hrs) Winter semester only.

PTAS-1150 - Kinesiology - Lecture

3.00 credits

Prerequisite: Admission into the Physical Therapist Assistant program, and HHSC-1020, PTAS-1020, PTAS-1030, PTAS-1070, PTAS-1080, and PTAS-1090.

Corequisite: PTAS-1160

(formerly PTA 115) This course provides the study of functional human musculoskeletal movement and its interrelationship to the neuromuscular system as a foundation to the basic understanding of normal and abnormal movements. Analysis of basic principles and biomechanics in functional activity is included. (3 contact hrs) Center Campus. Winter semester

only.

PTAS-1160 - Kinesiology - Laboratory

1.50 credits

Course Fee: \$40.00

Prerequisite: Admission into the Physical Therapist Assistant program, and HHSC-1020, PTAS-1020, PTAS-1030, PTAS-1070, PTAS-1080, and PTAS-1090.

Corequisite: PTAS-1170

(formerly PTA 116) Correlated laboratory practice in kinesiology, basic biomechanics and gait for the development of related physical therapist assistant techniques and skills. Functional movement analysis and the development of function specific activity are included. (3 contact hrs) Center Campus. Winter semester only.

PTAS-1170 - Physical Therapy Procedures 2 - Lecture

2.00 credits

Prerequisite: Admission into the Physical Therapist Assistant program, and HHSC-1020, PTAS-1020, PTAS-1030, PTAS-1070, PTAS-1080, and PTAS-1090.

Corequisite: PTAS-1180

(formerly PTA 117) This course presents the kinesthetic and mechanical principles of therapeutic exercise. Also included is the use of mechanical traction. Emphasis will be on advancing patient management skills including communication and documentation using various practical conditions as models for patient management. (2 contact hrs) Center Campus. Winter semester only.

PTAS-1180 - Physical Therapy Procedures 2 - Laboratory

2.00 credits

Course Fee: \$40.00

Prerequisite: Admission into the Physical Therapist Assistant program, and HHSC-1020, PTAS-1020, PTAS-1030, PTAS-1070, PTAS-1080, PTAS-1090.

Corequisite: PTAS-1140

(formerly PTA 118) Correlated practical experiences that will provide an opportunity for the student to acquire manual skills that utilize and relate to the theories and principles of basic exercise, functional activities, and the use of appropriate equipment in a therapeutic exercise program. The practical application of mechanical cervical and lumbar traction will be included. (4 contact hrs) Center Campus. Winter semester only.

PTAS-2110 - Neuromuscular Physical Therapy - Lecture

2.00 credits

Prerequisite: Admission into the Physical Therapist Assistant program, and PTAS-1140, PTAS-1150, PTAS-1160, PTAS-1170, and PTAS-1180.

Corequisite: PTAS-2120

(formerly PTA 211) This course is designed to provide a theoretical basis for the utilization of various neuromuscular approaches to therapeutic exercise. Discussion includes advanced management techniques for the neurologically impaired patient. (2 contact hrs) Fall semester only.

PTAS-2120 - Neuromuscular Physical Therapy - Laboratory

1.50 credits

Course Fee: \$40.00

Prerequisite: Admission into the Physical Therapist Assistant program, and PTAS-1140, PTAS-

1150, PTAS-1160, PTAS-1170, and PTAS-1180.

Corequisite: PTAS-2130

(formerly PTA 212) This course is designed to correlate the principles of neuromuscular approaches with clinical application of neuromuscular techniques. Emphasis will be placed on "hands on" practical experiences with more complex exercise techniques and procedures for neurological conditions. (3 contact hrs) Fall semester only.

PTAS-2130 - Musculoskeletal Physical Therapy - Lecture

2.00 credits

Prerequisite: Admission into the Physical Therapist Assistant program, and PTAS-1140, PTAS-1150, PTAS-1160, PTAS-1170, and PTAS-1180.

Corequisite: PTAS-2140

(formerly PTA 213) This course is designed to provide the theoretical foundation for the advanced management of musculoskeletal conditions. Discussion includes injury prevention and specialized approaches to physical therapy treatment of the spine and extremities. (2 contact hrs) Fall semester only.

PTAS-2140 - Musculoskeletal Physical Therapy - Laboratory

1.50 credits

Course Fee: \$40.00

Prerequisite: Admission into the Physical Therapist Assistant program, and PTAS-1140, PTAS-1150, PTAS-1160, PTAS-1170, and PTAS-1180.

Corequisite: PTAS-2190

(formerly PTA 214) Correlated laboratory practice designed to provide experience in the physical therapy management of musculoskeletal conditions. The focus will be on advanced therapeutic exercise and specialized techniques for musculoskeletal conditions. (3 contact hrs) Fall semester only.

PTAS-2190 - Physical Therapy Procedures 3 - Lecture

1.00 credits

Prerequisite: Admission into the Physical Therapist Assistant program, and PTAS-1140, PTAS-1150, PTAS-1160, PTAS-1170, and PTAS-1180.

Corequisite: PTAS-2200

(formerly PTA 219) This course provides the opportunity for the physical therapist assistant student to develop knowledge related to the principles of electricity and electrotherapy for selected treatment modalities. Discussion of EMG and biofeedback is included. (2 contact hrs per week for 8 wks) Center Campus. Fall semester only.

PTAS-2200 - Physical Therapy Procedures 3 - Laboratory

1.00 credits

Course Fee: \$40.00

Prerequisite: Admission into the Physical Therapist Assistant program, and PTAS-1140, PTAS-1150, PTAS-1160, PTAS-1170, and PTAS-1180.

Corequisite: PTAS-2340

(formerly PTA 220) This course will provide the physical therapist assistant student with the opportunity to apply the principles of electrotherapy to practical management in physical therapy. Procedures for advanced modality treatment for selected pathologies will be included. (3 contact hrs per week for 8 wks) Center Campus. Fall semester only.

PTAS-2340 - Clinical Internship 1

2.00 credits**Course Fee: \$52.00**

Prerequisite: Admission into the Physical Therapist Assistant program, and PTAS-1140, PTAS-1150, PTAS-1160, PTAS-1170, and PTAS-1180.

Corequisite: PTAS-2110

(formerly PTA 234) Supervised clinical experience designed to provide the beginning level student with an opportunity to gain experience in various basic therapeutic practical skills and techniques. This course is graded on a pass/fail basis. Pass/fail grades are not included in GPA calculations. Students are required to pass this course in order to progress in the program. (24 contact hrs, first 8 weeks) Center Campus. Fall semester only.

PTAS-2350 - Clinical Internship 2**2.00 credits****Course Fee: \$52.00**

Prerequisite: Admission into the Physical Therapist Assistant program and PTAS-2340.

Corequisite: PTAS-2110

(formerly PTA 235) Supervised clinical experience designed to provide the beginning level student with an opportunity for continued practice of various basic therapeutic techniques and skills. This course is graded on a pass/fail basis. Pass/fail grades are not included in GPA calculations. Students are required to pass this course in order to progress in the program. (24 contact hrs per week for 8 wks) Center Campus. Fall semester only.

PTAS-2390 - Clinical Internship 3**4.00 credits****Course Fee: \$52.00**

Prerequisite: Admission into the Physical Therapist Assistant program, and PTAS-2440, PTAS-2450, PTAS-2460, PTAS-2470, and PTAS-2500.

(formerly PTA 239) Supervised clinical experience designed to provide the advanced student with an opportunity for continued practice of basic therapeutic techniques and practice of various complex therapeutic techniques, exercises, and procedures for competent clinical application. This course is graded on a pass/fail basis. Pass/fail grades are not included in GPA calculations. Students are required to pass this course in order to progress in the program. (40 contact hrs per week for 8 wks) Center Campus. Winter semester only.

PTAS-2440 - Rehabilitation Techniques - Lecture**2.00 credits**

Prerequisite: Admission into the Physical Therapist Assistant program, and PTAS-2110, PTAS-2120, PTAS-2130, PTAS-2140, PTAS-2190, PTAS-2200, and PTAS-2350.

Corequisite: PTAS-2450

(formerly PTA 244) This course is designed to provide the theoretical foundation to the treatment of adult patients with physical disabilities. Advanced treatment techniques for the management of patients with amputations, gait abnormalities, spinal cord injuries, burns and cancer are included. (4 contact hrs per week for 8 wks) Center Campus. Winter semester only.

PTAS-2450 - Rehabilitation Techniques - Laboratory**1.50 credits****Course Fee: \$40.00**

Prerequisite: Admission into the Physical Therapist Assistant program, and PTAS-2110, PTAS-2120, PTAS-2130, PTAS-2140, PTAS-2190, PTAS-2200, and PTAS-2350.

Corequisite: PTAS-2460

(formerly PTA 245) This course is designed to correlate the principles of rehabilitation procedures in the clinical setting with the lecture topics in PTAS-2440. Emphasis will be placed on practical experiences with site visits scheduled to augment didactic components of learning. (6 contact hrs per week for 8 wks) Center Campus. Winter semester only.

PTAS-2460 - Pediatrics

2.00 credits

Prerequisite: Admission into the Physical Therapist Assistant program, and PTAS-2110, PTAS-2120, PTAS-2130, PTAS-2140, PTAS-2190, PTAS-2200, and PTAS-2350.

Corequisite: PTAS-2470

(formerly PTA 246) This course is designed to provide the student with an opportunity to gain knowledge of clinical pediatric problems and management of the pediatric patient. Selected neuromuscular, orthopedic and systemic pediatric conditions are present. Application of neurophysiological and orthopedic approaches to therapeutic exercise are introduced. (4 contact hrs per week for 8 wks) Center Campus. Winter semester only.

PTAS-2470 - Cardiopulmonary Rehabilitation

2.00 credits

Prerequisite: Admission into the Physical Therapist Assistant program, and PTAS-2110, PTAS-2120, PTAS-2130, PTAS-2140, PTAS-2190, PTAS-2200, and PTAS-2350.

Corequisite: PTAS-2500

(formerly PTA 247) This course provides an overview of the physical therapy management of cardiopulmonary conditions. Also included is the role of physical therapy in fitness and wellness programming. (4 contact hrs per week for 8 wks) Center Campus. Winter semester only.

PTAS-2500 - Seminar for Physical Therapist Assistants

2.00 credits

Prerequisite: Admission into the Physical Therapist Assistant program, and PTAS-2110, PTAS-2120, PTAS-2130, PTAS-2140, PTAS-2190, PTAS-2200, and PTAS-2350.

Corequisite: PTAS-2440

(formerly PTA 250) This course is designed to integrate and correlate the principles and concepts of academic learning with the clinical experience. The course provides a forum for discussion of transitional school to work issues for the advanced PTA student. (4 contact hrs per week for 8 wks) Center Campus. Winter semester only.

JUMP START YOUR CAREER IN RESPIRATORY THERAPY

As a Respiratory Care Practitioner (RCP), you will develop the patient assessment skills needed to monitor, evaluate and treat patients with pulmonary disease. As a consultant, you will be able to recommend therapy, and make changes to the treatment plan, as indicated by the physical examination and the laboratory data. The routine duties of a RCP include oxygen administration and monitoring, drawing arterial blood gas samples, delivery of aerosol medication, pulmonary hygiene and lung volume expansion.

In the emergency and critical care areas, therapists are trained in cardiopulmonary resuscitation and are valued members of the hospital resuscitation team. You will also be responsible for setting-up, monitoring and evaluating life support machines in the neonatal and adult intensive care units. Using the aid of sophisticated technology and

equipment, you will give around-the-clock care to these patients who, otherwise, would not survive these life threatening conditions.

RCP's also work in pulmonary laboratories where they help evaluate various cardiopulmonary diseases. By performing diagnostic procedures, such as measurement of lung volumes, they assist the physician in determining the type and extent of the patient's disease and how well the prescribed therapy may be working. In pulmonary rehabilitation, RCP's work with patients who have chronic lung disease. The goal of therapy is to improve the patient's quality of life through education, nutrition, muscle reconditioning and exercise.

RCP's are also involved in preventive medicine and patient education through their involvement in support groups. The RCP often conducts smoking cessation programs for both hospital patients and others in the community who want to kick the tobacco habit. They also participate in support groups for asthmatic patients and patients awaiting lung transplantation. Therapists are also actively involved in the Breather's Club which is a support group for patients with chronic lung disease, such as emphysema and chronic bronchitis.

Why Choose Macomb Community College?

Macomb's Respiratory Therapy Program is a two-year program which leads to an Associate of Applied Science Degree.

- Includes a comprehensive curriculum of technical and general education.
- "Full Accreditation Status" by the Committee on Accreditation for Respiratory Care (CoArc) which is sponsored by the American Assn. for Respiratory Care, The American College of Chest Physicians, The American Society for Anesthesiologists and The American Thoracic Society.
- The Respiratory Therapy Program is a [selective admissions](#) program. The application deadline is February 15 if you wish to begin classes in the fall semester. After February 15, students can [contact](#) RSP faculty to inquire about openings in the program. Anatomy and physiology is a prerequisite for the program and some basic algebra skills are recommended.
- Hands-on study in the second year will give you 900 hours in clinical training at area hospitals and home-health care agencies. The program begins once each year in the Fall semester. The first year will be spent in the modern lecture and lab facilities at MCC where you will be exposed to the newest technology and equipment
- Upon program completion, you will be eligible to take national certification and registry exams, increasing your marketability.

RSPT-1050 - Clinical Cardiorespiratory Physiologic Anatomy 4.00 credits

Prerequisite: Admission into the Respiratory Therapy program and BIOL-2710.

Corequisite: RSPT-1060

(formerly RSP 105) This course is designed to teach the student anatomy and physiology of the respiratory and cardiac systems with a focus on clinical application. Topics covered include anatomy and physiology, ventilation, pulmonary function measurements, gas diffusion, oxygen and carbon dioxide equilibration and transport, acid-base regulation and ventilation/perfusion relationships. (4 contact hrs) Center Campus. Fall semester only.

RSPT-1060 - Physiochemical Basis of Respiratory Therapy

3.00 credits

Prerequisite: Admission into the Respiratory Therapy program and BIOL-2710.

Corequisite: RSPT-1080

(formerly RSP 106) This course is designed to teach the student basic mathematics, physics and chemistry as it applies to respiratory therapy. Topics covered include measurement systems, mechanics, energy and matter, properties of fluids, gas laws, gas movement, solutions and drug calculations, elements and compounds, acid-base and fluid balance, and nutrition and metabolism. (3 contact hrs) Center Campus. Fall semester only.

RSPT-1080 - Respiratory Therapy Procedures 1 - Lecture

2.00 credits

Prerequisite: Admission into the Respiratory Therapy program and BIOL-2710.

Corequisite: RSPT-1090

This course is an introduction to the patient care process. Topics discussed will include patient assessment, cardiopulmonary diagnostics and monitoring techniques, infection control and safety, protocols and documentation used in the practice of respiratory therapy. (2 contact hrs) Center Campus. Fall semester only.

RSPT-1090 - Respiratory Therapy Procedures 1 - Laboratory

2.00 credits

Course Fee: \$30.00

Prerequisite: Admission into the Respiratory Therapy program and BIOL-2710.

Corequisite: RSPT-1050

The student will develop psychomotor skills in respiratory therapy procedures. Topics covered include patient assessment, diagnostic testing and monitoring, infection control, and documentation. (3 contact hrs) Center Campus. Fall Semester only.

RSPT-1110 - Respiratory Therapy Procedures 2 - Lecture

2.00 credits

Prerequisite: Admission into the Respiratory Therapy program, and RSPT-1050, RSPT-1060, RSPT-1080, and RSPT-1090.

Corequisite: RSPT-1120

(formerly RSP 111) This course is an orientation to the procedures, techniques, and equipment used in the practice of respiratory therapy. Topics covered include: use of protocols, oxygen therapy, airway dilation therapy, volume expansion therapy, pulmonary hygiene therapy, airway management, resuscitation and documentation. (2 contact hrs) Center Campus. Winter semester only.

RSPT-1120 - Respiratory Therapy Procedures 2 - Laboratory

4.00 credits

Course Fee: \$104.00

Prerequisite: Admission into the Respiratory Therapy program, and RSPT-1050, RSPT-1060,

RSPT-1080, and RSPT-1090.

Corequisite: RSPT-1140

(formerly RSP 112) The student will develop psychomotor skills in respiratory therapy procedures. Topics covered include use of protocols, oxygen therapy, airway dilation therapy, pulmonary hygiene therapy, volume expansion therapy, airway management, resuscitation, and documentation. (6 contact hrs) Center Campus. Winter semester only.

RSPT-1140 - Cardiopulmonary Pathology

3.00 credits

Prerequisite: Admission into the Respiratory Therapy program, and RSPT-1050, RSPT-1060, RSPT-1080, and RSPT-1090.

Corequisite: RSPT-1200

(formerly RSP 114) This course is a detailed study of disease affecting the cardiovascular and pulmonary systems. The student will study the assessment process and the role of the Respiratory Care Practitioner in developing and implementing therapist-driven protocols. The anatomic alterations, etiology, clinical manifestations, and patient care plan will be reviewed for each disease process. (3 contact hrs) Center Campus. Winter semester only.

RSPT-1200 - Cardiopulmonary Pharmacology

1.50 credits

Prerequisite: Admission into the Respiratory Therapy program, and RSPT-1050, RSPT-1060, RSPT-1080, and RSPT-1090.

Corequisite: RSPT-1110

(formerly RSP 120) This course is designed to teach aerosol delivery of respiratory medications that are specifically delivered by respiratory care practitioners. An in-depth study of the autonomic nervous system will be covered to explain mechanism of drug actions. The student will learn indications, modes of delivery, dosages, and adverse reactions of respiratory medications. The student also will be introduced to critical care pharmacology. (3 contact hrs per week for the first 8 wks) Center Campus. Winter semester only.

RSPT-1210 - Pediatric/Neonatal Respiratory Care

1.50 credits

Prerequisite: Admission into the Respiratory Therapy program and RSPT-1200.

Corequisite: RSPT-1140

(formerly RSP 121) This course will introduce the student to neonatal and pediatric respiratory care. The course covers fetal lung development, anatomy and physiology, neonatal development, pathology, CPR, acid-base monitoring, and introduction to mechanical ventilation of the newborn. (3 contact hrs per week for the second 8 wks) Center Campus. Winter Semester only.

RSPT-1260 - Clinical Internship 1

4.00 credits

Course Fee: \$40.00

Prerequisite: Admission into the Respiratory Therapy program, and RSPT-1110, RSPT-1120, RSPT-1140, RSPT-1200, and RSPT-1210.

(formerly RSP 126) This course introduces the student to clinical practice by providing 32 hours/week of clinical training in a hospital setting. Students perform basic respiratory therapy procedures learned in the procedures laboratory (RSPT-1120). The laboratory portion of the course includes an eight-hour/week workshop held at the college. The lab is designed to introduce the student to the concepts and psychomotor skills necessary to care for patients on

mechanical ventilators. This course is graded on a pass/fail basis. Pass/fail grades are not included in GPA calculations. Students are required to pass this course in order to progress in the program. (40 contact hrs per week for 8 weeks) Center Campus. Spring/Summer semester only.

RSPT-2250 - Clinical Internship 2

2.00 credits

Course Fee: \$40.00

Prerequisite: Admission into the Respiratory Therapy program and RSPT-1260.

Corequisite: RSPT-2330

(formerly RSP 225) This course provides clinical experience for the respiratory therapy student. The student must complete 160 hours of clinical training. Objectives focus on pulmonary function testing, critical care pharmacology, arterial blood gases, and an introduction to mechanical ventilation. This course is graded on a pass/fail basis. Pass/fail grades are not included in GPA calculations. Students are required to pass this course in order to progress in the program. (20 contact hrs per week for the first 8 wks) Center Campus. Fall semester only.

RSPT-2260 - Clinical Internship 3

2.00 credits

Course Fee: \$40.00

Prerequisite: Admission into the Respiratory Therapy program and RSPT-2250.

Corequisite: RSPT-2330

(formerly RSP 226) This course provides additional clinical experience for the respiratory therapy student. The student must complete 160 hours of clinical training in an affiliated hospital. Objectives focus on pulmonary function testing, critical care pharmacology, arterial blood gases, and mechanical ventilation. This course is graded on a pass/fail basis. Pass/fail grades are not included in GPA calculations. Students are required to pass this course in order to progress in the program. (20 contact hrs per week for the second 8 wks) Center Campus. Fall semester only.

RSPT-2330 - Mechanical Ventilation - Lecture

2.00 credits

Prerequisite: Admission into the Respiratory Therapy program and RSPT-1260.

Corequisite: RSPT-2340

(formerly RSP 233) Course content reviews cardiopulmonary physiology and the effects of mechanical ventilation on the infant, pediatric, and adult patient. Topics covered include the different types of mechanical ventilators and their features, indications, initiation, assessment, maintenance, monitoring, adjustments, complications, protocols, discontinuation, and documentation. (2 contact hrs) Center Campus. Fall semester only.

RSPT-2340 - Mechanical Ventilation - Lab

1.00 credits

Course Fee: \$104.00

Prerequisite: Admission into the Respiratory Therapy program and RSPT-1260.

Corequisite: RSPT-2350

(formerly RSP 234) Attention is focused on developing cognitive and psychomotor skills necessary for initiating, assessing, maintaining, monitoring, adjusting, applying protocols, discontinuing and documenting mechanical ventilation on the infant, pediatric, and adult patients. The course will evaluate the capabilities and limitations of the most commonly used mechanical ventilators. (2 contact hrs) Center Campus. Fall semester only.

RSPT-2350 - Acid-Base & Electrolyte Balance & Advanced Diagnostics

3.00 credits**Course Fee: \$10.00**

Prerequisite: Admission into the Respiratory Therapy program and RSPT-1260.

Corequisite: RSPT-2250

(formerly RSP 235) This theory course is designed to teach the student how to draw, analyze, interpret, and evaluate arterial/venous blood gas and electrolyte data, and make appropriate recommendations for treatment. Students also will learn how to use data obtained from non-invasive monitoring to aid in the diagnosis and treatment of pulmonary disease. (3 contact hrs) Center Campus. Fall semester only.

RSPT-2360 - Clinical Internship 4**2.00 credits****Course Fee: \$40.00**

Prerequisite: Admission into the Respiratory Therapy program, and RSPT-2260, RSPT-2330, RSPT-2340, and RSPT-2350.

Corequisite: RSPT-2420, RSPT-2430

(formerly RSP 236) This course provides additional clinical experience for the respiratory therapy student. The student must complete 160 hours of clinical training in an affiliated hospital. Objectives focus on acid-base balance, mechanical ventilation, pulmonary function testing, electrocardiography, and hemodynamic monitoring. This course is graded on a pass/fail basis. Pass/fail grades are not included in GPA calculations. Students are required to pass this course in order to progress in the program. (20 contact hrs per week for the first 8 wks) Center Campus. Winter Semester only.

RSPT-2370 - Clinical Internship 5**2.00 credits****Course Fee: \$40.00**

Prerequisite: Admission into the Respiratory Therapy program and RSPT-2360.

Corequisite: RSPT-2420, RSPT-2430

(formerly RSP 237) This course provides additional clinical experience for the respiratory therapy student. The student must complete 160 hours of clinical training in an area hospital. Objectives focus on pulmonary function testing, acid-base balance, mechanical ventilation, electrocardiology, and hemodynamic monitoring. This course is graded on a pass/fail basis. Pass/fail grades are not included in GPA calculations. Students are required to pass this course in order to progress in the program. (20 contact hrs per week for the second 8 wks) Center Campus. Winter semester only.

RSPT-2420 - Advanced Concepts in Respiratory Care**3.00 credits****Course Fee: \$30.00**

Prerequisite: Admission into the Respiratory Therapy program, and RSPT-2260, RSPT-2330, RSPT-2340, and RSPT-2350.

Corequisite: RSPT-2360, RSPT-2370, RSPT-2430

(formerly RSP 242) A forum for discussion of new and advanced applications in clinical practice. Topics covered include pulmonary function testing, EKGs, myocardial infarction, chest tube drainage systems, and hemodynamic monitoring. Each student will give an oral presentation on a topic of interest in Respiratory Care. (3 contact hrs) Center Campus. Winter semester only.

RSPT-2430 - Certification & Registry Review**2.00 credits**

Course Fee: \$30.00

Prerequisite: Admission into the Respiratory Therapy program, and RSPT-2260, RSPT-2330, RSPT-2340, and RSPT-2350.

Corequisite: RSPT-2360, RSPT-2370, RSPT-2420

(formerly RSP 243) This course is a comprehensive review to prepare students for the NBRC Certification and Registry Examinations. Students will become familiar with clinical simulation testing through use of computer simulations and latent imaging. NBRC Self-Assessment Examinations will be administered during this course. A program exit exam will be given at the end of the semester. (2 contact hrs) Center Campus. Winter semester only.

JUMP START YOUR CAREER IN SURGICAL TECHNOLOGY

Macomb's Surgical Technology program can provide you with the skills, knowledge, and education for a career as a:

- Central Processing Distribution Technician
- Surgical Technologist

If you're planning to pursue advanced education in Surgical Technology, you may be able to transfer the credits earned at Macomb to a four-year college or university.

Macomb Community College Surgical Technology program has been approved to transfer the Applied Science Degree in Surgical Technology to Central Michigan University (located at the University Center on campus) to earn a BA degree from Central Michigan University.

Students planning to transfer credits earned at Macomb or other college's are strongly urged to see a member of Macomb's [Counseling](#) Department as early as possible in their college careers.

Why Choose Macomb Community College?

Macomb's Surgical Technology Program is a two-year program which leads to an Associate of Applied Science Degree.

Surgical technologists are in high demand and job opportunities in the field are expected to grow faster than average for all occupations through the year 2012. In response to the need for and interest in this exciting field, Macomb's Health and Human Services Division introduced a Surgical Technology Program in the Fall 2000 Semester. Surgical technologists are certified health care professionals who work on surgical teams under the direction of surgeons. Options in Macomb's new program are a Central Service Technician Certificate or an Associate of Applied Science Degree in Surgical

Technology. While providing students with the skills necessary for immediate employment, the Surgical Technology Program also prepares students for further study if they choose to pursue a Bachelor of Science Degree in Allied Health or related field. For more information on the Surgical Technology Program, [contact](#) Health and Human Services.

Job Outlooks and Earnings

Area hospitals are eagerly waiting to hire graduates from Macomb Community College. There are many openings for qualified candidates in Sterile Processing Departments and Departments of Surgery.

Upon successful completion of the first semester the student will receive a certificate of completion for Central Service Technician. This will provide the student opportunities for employment in the sterile processing department of the hospital. Average starting wage for Central Service Technician- \$10.00 - \$13.00 per hour.

Upon successful completion of the Surgical Technology Program the graduate will receive a Certificate of Completion as a Surgical Technologist or an Associate of Applied Science Degree in Surgical Technology. Average starting wage for Surgical Technologist - \$15.00 - \$18.00 per hour.

SURG-1000 - Orientation to Surgical Technology

4.00 credits

Prerequisite: ENGL-1180 or ENGL-1210, BIOL-2710 or BIOL-2310, BIOL-2400 or BIOL-2730, MAST-1700, and PHED-2070.

Corequisite: SURG-1010

(formerly SRG 100) An introduction to the allied health profession of surgical technology. This course examines the history of surgical technologists, physical and mental requirements, job description, and possible career opportunities. This course will introduce students to the professional association of surgical technologists and the liaison council for certification for surgical technologists. The role and responsibilities of the circulating and scrub technologists as well as other surgical team members are explored. Types of hospitals and departmental organization are discussed. Also included are strategies for success, managing pressure, time management, and achieving excellence. Legal and ethical issues will be examined; special needs of the patient are identified, including general safety and care. (4 contact hrs) Center Campus.

SURG-1010 - Introduction to Central Service Technician

3.00 credits

Prerequisite: ENGL-1180 or ENGL-1210, BIOL-2710 or BIOL-2310, BIOL-2400 or BIOL-2730, PHED-2070, and MAST-1700.

Corequisite: SURG-1020

(formerly SRG 101) This course provides the fundamentals of central processing, supply, processing, and distribution (CSD). This course is designed to give instruction and practice in aseptic technique, patient centered concept theories, and practices of central service departments. Students who complete this program are eligible to sit for the American Society for Healthcare Central Service Personnel (ASHCSP) National Certifying Examination. (3 contact hrs) Center Campus.

SURG-1020 - Central Service Technician Clinical

4.00 credits

Course Fee: \$155.00

Prerequisite: ENGL-1180 or ENGL-1210, BIOL-2710 or BIOL-2310, BIOL-2400 or BIOL-2730, PHED-2070, and MAST-1700.

Corequisite: SURG-1000

(formerly SRG 102) In the clinical setting, students will be exposed to all areas of the Central Service Department, and will actively participate as a member of the Central Service Department. The student will develop skills and become proficient in the functions performed which will include the following: cleaning, decontaminating, processing (inspecting, assembling, and packaging), sterilizing of reusable patient care supplies and equipment, and distributing these supplies and equipment to the units that use them. This course is graded on a pass/fail basis. Pass/fail grades are not included in GPA calculations. Students are required to pass this course in order to progress in the program. (16 contact hrs) Center Campus.

SURG-1050 - Introduction to Surgical Technology**2.00 credits**

Prerequisite: BIOL-2400 or BIOL-2730, and HHSC-1700.

Corequisite: SURG-1060, SURG-1070

An introduction to the allied health profession of surgical technology. This course examines the history of surgical technologists, physical and mental requirements, job description, and possible career opportunities. This course will introduce students to the professional association of surgical technologists and the liaison council for scrub technologists as well as other surgical team members are explored. Types of hospitals and departmental organization are discussed. Also included are strategies for success, managing pressure, time management, and achieving excellence. Legal and ethical issues will be examined; special needs of the patient are identified, including general safety and care. (2 contact hrs) Center Campus.

SURG-1051 - Introduction to Surgical Patient Care Techniques**2.00 credits**

Prerequisite: Admission into the Surgical Technology program, and ENGL-1180 or ENGL-1210, BIOL-2710, BIOL-2400, HHSC-1700, PHED-2070, SURG-1050, SURG-1060, and SURG-1070.

Corequisite: SURG-1200, SURG-1250, SURG-1260

This course introduces the student to the environment of the operating room with an emphasis on patient safety and on the standards of care required for the surgical patient. The course instruction includes pre-surgical testing, diagnostic and laboratory studies performed to determine patient diagnosis, positioning of the surgical patient, routine skin preparation, types of surgical incisions that provide optimum exposure for surgical procedures, types of wound closure techniques, types of sutures, needles, and stapling devices, and factors influencing wound healing. (2 contact hrs) Center Campus.

SURG-1060 - Orientation to Central Processing Distribution Technician**4.00 credits**

Prerequisite: None

Corequisite: SURG-1070, SURG-1050

This course teaches the fundamentals of central processing, supply, and distribution (CSD) and gives instruction and practice in aseptic technique, patient centered concept theories, and practices of central service departments. (4 contact hrs) Center Campus.

SURG-1070 - Central Processing Distribution Technician Clinical**8.00 credits****Course Fee: \$104.00**

Prerequisite: BIOL-2400 or BIOL-2730, and HHSC-1700.

Corequisite: SURG-1050, SURG-1060

In the clinical setting, students will be exposed to all areas of the central service department and will actively participate as a member of the central service department. The student will practice skills in cleaning, decontaminating, processing (inspecting, assembling, and packaging), sterilizing, and distributing reusable patient care supplies and equipment to the units that use them. In the first two weeks of class, student will have twenty-four hours of clinical lab time in the Surgical Technology laboratory. In the final fourteen weeks of clinical, students will be assigned to three eight-hour days of practice each week in a CSD facility. Students must provide their own transportation. This course is graded on a pass/fail basis. Pass/fail grades are not included in GPA calculations. Students are required to pass this course in order to progress in the program. (24 contact hrs) Center Campus.

SURG-1200 - Surgical Clinical 1

8.00 credits

Course Fee: \$104.00

Prerequisite: Admission to the Surgical Technology program, ENGL-1180 or ENGL-1210, BIOL-2710, BIOL-2400 or BIOL-2730, HHSC-1700, PHED-2070, SURG-1050, SURG-1060, and SURG-1070.

Corequisite: SURG-1051, SURG-1250, SURG-1260

(formerly SRG 120) In this supervised clinical course the student demonstrates scrubbing, gowning, gloving, and aseptic technique in the laboratory setting. Upon attaining pre-clinical competencies, the student is assigned in the hospital setting three days a week to acquire objectives. Students perform in the role of scrub person, second assistant, and assistant to the circulator on various surgical procedures. This course is graded on a pass/fail basis. Pass/fail grades are not included in GPA calculations. Students are required to pass this course in order to progress in the program. (24 contact hrs) Center Campus.

SURG-1250 - Surgical Specialties 1

4.00 credits

Prerequisite: Admission to the Surgical Technology program, ENGL-1180 or ENGL-1210, BIOL-2710, BIOL-2400 or BIOL-2730, HHSC-1700, PHED-2070, SURG-1050, SURG-1060, and SURG-1070.

Corequisite: SURG-1051, SURG-1200, SURG-1260

(formerly SRG 125) This course is designed to focus on the perioperative care of surgical patients during endoscopic, general, obstetric and gynecologic, genitourinary, ophthalmic, ENT, and plastic and reconstructive procedures. Students will become familiar with the diagnostic, procedural considerations, operative procedures and instrumentation for these specialties. (4 contact hrs) Center Campus.

SURG-1260 - Surgical Pharmacology

3.00 credits

Prerequisite: Admission into the Surgical Technology program, and ENGL-1180 or ENGL-1210, BIOL-2710, BIOL-2400 or BIOL-2730, HHSC-1700, PHED-2070, SURG-1050, SURG-1060, and SURG-1070.

Corequisite: SURG-1051, SURG-1200, SURG-1250

(formerly SRG 126) This course introduces students to medications used in the operating room. An emphasis is placed on classification, administration, forms, methods, interactions, and desired effects of perioperative medications. This course also describes the surgical technologists' legal responsibilities. (3 contact hrs) Center Campus.

SURG-1300 - Surgical Clinical 2

8.00 credits**Course Fee: \$104.00**

Prerequisite: Admission into the Surgical Technology program, and SURG-1051, SURG-1200, SURG-1250, and SURG-1260.

Corequisite: SURG-1350, SURG-1360

(formerly SRG 130) This course further develops clinical skills of students to anticipate the surgeons' needs during the schemes of various surgical procedures. Students perfect their roles as a scrub person, second assistant, and assistant to the circulating person on various surgical procedures. This clinical meets three days per week. This course is graded on a pass/fail basis. Pass/fail grades are not included in GPA calculations. Students are required to pass this course in order to progress in the program. (24 contact hrs) Center Campus.

SURG-1350 - Surgical Specialties 2**4.00 credits**

Prerequisite: Admission into the Surgical Technology program, and SURG-1051, SURG-1200, SURG-1250, and SURG-1260.

Corequisite: SURG-1300, SURG-1360

(formerly SRG 135) This course is designed to focus on the perioperative care of surgical patients during orthopedic, cardiothoracic, peripheral vascular, neurosurgery, pediatric, geriatric, and emergency surgery. Students will become familiar with the diagnostic, procedural considerations, operative procedures, and instrumentation for these specialties. (4 contact hrs) Center Campus.

SURG-1360 - Surgical Seminar**3.00 credits**

Prerequisite: Admission into the Surgical Technology program, and SURG-1051, SURG-1200, SURG-1250, and SURG-1260.

Corequisite: SURG-1300, SURG-1350

(formerly SRG 136) This course includes preparation of the student for professional employment. Students will successfully complete a resume and develop skills in interviewing techniques. Students will develop test-taking skills to take the National Certification Examination utilizing techniques and exercises in successful writing of a standardized exam. (3 contact hrs) Center Campus.

SURG-2100 - Body Systems for the Surgical First Assistant**4.00 credits**

Prerequisite: Admission into Surgical First Assistant program.

Corequisite: SURG-2110

This course is designed to review anatomy and physiology related to disease process, surgical treatment and outcomes for the various human body systems. An emphasis will be placed on the role of the Surgical First Assistant regarding surgical treatment and tissue handling. (4 contact hrs) Center Campus.

SURG-2110 - Ethical & Legal Responsibilities for the Surgical First Assistant**3.00 credits**

Prerequisite: Admission into Surgical First Assistant program.

Corequisite: SURG-2100

This course will identify ethical and legal responsibilities as they relate to Surgical First Assistants and their relationship with other surgical team members and their care of patients. (3 contact hrs)

Center Campus.

SURG-2120 - Role of Surgical First Assistant

3.00 credits

Course Fee: \$75.00

Prerequisite: Admission into Surgical First Assistant program, SURG-2100, and SURG-2110.

Corequisite: SURG-2130, SURG-2140

This course will identify the fundamental skills that Surgical Assistant students will need to recognize and develop. These skills include monitoring devices, bladder catheterization, pneumatic tourniquets, skin preparation, surgical draping, instrument selection, responses to bleeding source, suctioning, wound coverings, drainage systems, and specific requirements for endoscopic surgery. Students will learn basic skills and techniques and their applications in the Surgical Technology Lab. (3 contact hrs) Center Campus.

SURG-2130 - Anesthesia & Pharmacology for the Surgical First Assistant

2.00 credits

Prerequisite: Admission into Surgical First Assistant program, SURG-2100, and SURG-2110.

Corequisite: SURG-2120, SURG-2140

This course will help the Surgical Assistant student understand several major principles of anesthesia as they relate to the surgical patient. This course covers principles of anesthesia assessment, preparation of patients prior to surgery, and awareness of the relationship between anesthesia techniques and methods and the surgical procedure being performed. (2 contact hrs) Center Campus.

SURG-2140 - Fundamental Skills for the Surgical First Assistant

3.00 credits

Prerequisite: Admission into Surgical First Assistant program, SURG-2100, and SURG-2110.

Corequisite: SURG-2120, SURG-2130

This course will discuss, identify and address the principles of asepsis and the microbial environment related to the surgical patient. In addition, the Surgical First Assistant student will discuss and address the handling of surgical specimens, thermoregulatory devices, and events that establish the integrity of surgical wounds. (3 contact hrs) Center Campus.

SURG-2150 - Surgical First Assistant Clinical 1

2.00 credits

Course Fee: \$35.00

Prerequisite: Admission into Surgical First Assistant program, SURG-2100, SURG-2110, SURG-2120, SURG-2130, and SURG-2140.

In the clinical setting, students will be exposed to a specific number of minor surgical procedures in general, orthopedic, peripheral vascular, and two elective surgical areas. The surgical assistant student will be under the supervision of a qualified preceptor surgeon or his or her designee. This course is graded on a pass/fail basis. Pass/fail grades are not included in GPA calculations. (6 contact hrs) Center Campus.

SURG-2160 - Surgical First Assistant Clinical 2

2.00 credits

Course Fee: \$35.00

Prerequisite: Admission into Surgical First Assistant program, SURG-2100, SURG-2110, SURG-2120, SURG-2130, SURG-2140, and SURG-2150.

A continuation of the clinical experience begun in Surgical First Assistant Clinical 1. In the clinical setting, students will be exposed to a specific number of major surgical procedures in general, orthopedic, peripheral vascular, and two elective surgical areas. The Surgical Assistant student will be under the supervision of a qualified preceptor surgeon or his or her designee. This course is graded on a pass/fail basis. Pass/fail grades are not included in GPA calculations. (6 contact hrs) Center Campus.

SURG-2901 - Directed Study

1.00 credits

Course Fee: \$30.00

Prerequisite: Approval of directed study agreement

Under the direction of an appropriate faculty member, students may pursue studies related to their academic interests on an independent basis. (3 contact hrs)

SURG-2902 - Directed Study

2.00 credits

Course Fee: \$30.00

Prerequisite: Approval of directed study agreement

Under the direction of an appropriate faculty member, students may pursue studies related to their academic interests on an independent basis. (2 contact hrs)

APPENDIX

Wages

**Average Annual Wages
by Occupational Groups
2005**

Occupational Group	(in Dollars\$)	
	Michigan	U. S.
Management	90,370	88,450
Business & Financial Operations	61,090	57,930

Computer & Mathematical	62,060	67,100
Architecture & Engineering	65,840	63,910
Life, Physical, & Social Science	56,620	58,030
Community & Social Services	42,390	37,530
Legal	80,650	81,070
Education/Training/Library	48,590	43,450
Arts/Design/Entertain/Sports/Media	45,790	44,310
Healthcare Practitioners/Technical	62,530	59,170
Healthcare Support	25,450	23,850
Protective Service	37,000	35,750
Food Preparation & Serving Related	17,580	17,840
Building/Grounds Cleaning/Maint	23,990	21,930
Personal Care & Service	22,530	22,180
Sales and Related	32,170	32,800
Office & Administrative Support	30,610	29,710
Farming, Fishing, & Forestry	24,260	21,010
Construction & Extraction	43,870	38,260
Installation, Maintenance, & Repair	42,650	38,050
Production	35,960	29,890
Transportation & Material Moving	32,010	28,820

[Customize / Additional Data](#)



**Michigan Area
Average Wage Rates
2005**

Area	Average Wage (\$)	
	Hourly	Annual
Michigan	19.25	40,040
Ann Arbor, MI MSA	21.55	44,830
Battle Creek, MI MSA	16.94	35,240
Bay City, MI MSA	17.30	35,980
Detroit-Livonia-Dearborn, MI MSD	21.75	45,230

Detroit-Warren-Livonia, MI MSA	21.21	44,110
Flint, MI MSA	18.32	38,110
Grand Rapids-Wyoming, MI MSA	17.85	37,120
Holland-Grand Haven, MI MSA	17.49	36,380
Jackson, MI MSA	17.64	36,700
Kalamazoo-Portage, MI MSA	17.62	36,640
Lansing-East Lansing, MI MSA	18.83	39,160
Monroe, MI MSA	17.34	36,060
Muskegon-Norton Shores, MI MSA	16.41	34,130
Niles-Benton Harbor, MI MSA	16.63	34,590
Saginaw-Saginaw Township North, MI MSA	17.99	37,420
Warren-Troy-Farmington Hills, MI MSD	20.84	43,350

» **Access:** [Additional Area Wage Rates](#)

Copyright © 2001-2006 State of Michigan

RESPIRATORY THERAPY TECHNICIANS: MICHIGAN

Occupation Description

Provide specific, well defined respiratory care procedures under the direction of respiratory therapists and physicians.

State and National Wages

Location	Pay Period	2004				
		10%	25%	Median	75%	90%
United States	Hourly	\$12.17	\$14.91	\$18.00	\$21.31	\$25.17
	Yearly	\$25,300	\$31,000	\$37,400	\$44,300	\$52,400
Michigan	Hourly	\$11.74	\$13.66	\$17.66	\$22.22	\$25.36
	Yearly	\$24,400	\$28,400	\$36,700	\$46,200	\$52,700

Source: [Bureau of Labor Statistics, Occupational Employment Statistics Survey](#); [Michigan Department of Labor and Economic Growth, Office of Labor Market Information](#)

State and National Trends

United States	Employment		Percent Change	Job Openings ¹
	2004	2014		
Respiratory therapy technicians	24,800	25,600	+ 3 %	410
Michigan	Employment		Percent Change	Job Openings ¹
	2002	2012		
Respiratory therapy technicians	530	690	+ 30 %	20

¹Job Openings refers to the average annual job openings due to growth and net replacement.

Note: The data for the State Trends and the National Trends are not directly comparable. The projections period for the State Trends is 2002-2012, while the projections period for the National Trends is 2004-2014.

Source: [Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections](#); [Michigan Department of Labor and Economic Growth, Office of Labor Market Information](#) 9/7/06

OCCUPATIONAL THERAPIST ASSISTANTS: MICHIGAN

Occupation Description

Assist occupational therapists in providing occupational therapy treatments and procedures. May, in accordance with State laws, assist in development of treatment plans, carry out routine functions, direct activity programs, and document the progress of treatments. Generally requires formal training.

State and National Wages

Location	Pay Period	2004				
		10%	25%	Median	75%	90%
United States	Hourly	\$11.79	\$15.20	\$18.53	\$21.47	\$25.73
	Yearly	\$24,500	\$31,600	\$38,500	\$44,700	\$53,500
Michigan	Hourly	\$13.89	\$16.12	\$18.58	\$20.77	\$25.88
	Yearly	\$28,900	\$33,500	\$38,600	\$43,200	\$53,800

Source: [Bureau of Labor Statistics, Occupational Employment Statistics Survey; Michigan Department of Labor and Economic Growth, Office of Labor Market Information](#)

State and National Trends

United States	Employment		Percent Change	Job Openings ¹
	2004	2014		
Occupational therapist assistants	21,300	28,600	+ 34 %	1,000
Michigan	Employment		Percent Change	Job Openings ¹
	2002	2012		
Occupational therapist assistants	500	670	+ 34 %	20

¹Job Openings refers to the average annual job openings due to growth and net replacement.

Note: The data for the State Trends and the National Trends are not directly comparable. The projections period for the State Trends is 2002-2012, while the projections period for the National Trends is 2004-2014.

Source: [Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections; Michigan Department of Labor and Economic Growth, Office of Labor Market Information](#) 9/7/06

PHYSICAL THERAPIST ASSISTANTS: MICHIGAN

Occupation Description

Assist physical therapists in providing physical therapy treatments and procedures. May, in accordance with State laws, assist in the development of treatment plans, carry out routine functions, document the progress of treatment, and modify specific treatments in accordance with patient status and within the scope of treatment plans established by a physical therapist. Generally requires formal training.

State and National Wages

Location	Pay Period	2004				
		10%	25%	Median	75%	90%
United States	Hourly	\$11.61	\$14.98	\$18.39	\$21.33	\$25.36
	Yearly	\$24,100	\$31,200	\$38,300	\$44,400	\$52,700
Michigan	Hourly	\$10.68	\$14.39	\$16.72	\$19.53	\$21.40
	Yearly	\$22,200	\$29,900	\$34,800	\$40,600	\$44,500

Source: [Bureau of Labor Statistics, Occupational Employment Statistics Survey](#); [Michigan Department of Labor and Economic Growth, Office of Labor Market Information](#)

State and National Trends

United States	Employment		Percent Change	Job Openings ¹
	2004	2014		
Physical therapist assistants	58,700	84,600	+ 44 %	3,570
Michigan	Employment		Percent Change	Job Openings ¹
	2002	2012		
Physical therapist assistants	1,950	2,600	+ 34 %	100

¹Job Openings refers to the average annual job openings due to growth and net replacement.

Note: The data for the State Trends and the National Trends are not directly comparable. The projections period for the State Trends is 2002-2012, while the projections period for the National Trends is 2004-2014.

Source: [Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections](#); [Michigan Department of Labor and Economic Growth, Office of Labor Market Information](#) 9/7/06

MEDICAL ASSISTANTS: MICHIGAN

Occupation Description

Perform administrative and certain clinical duties under the direction of physician. Administrative duties may include scheduling appointments, maintaining medical records, billing, and coding for insurance purposes. Clinical duties may include taking and recording vital signs and medical histories, preparing patients for examination, drawing blood, and administering medications as directed by physician. Exclude "Physician Assistants".

State and National Wages

Location	Pay Period	2004				
		10%	25%	Median	75%	90%
United States	Hourly	\$8.80	\$10.08	\$12.03	\$14.17	\$16.87
	Yearly	\$18,300	\$21,000	\$25,000	\$29,500	\$35,100
Michigan	Hourly	\$9.39	\$10.81	\$12.25	\$13.63	\$15.86
	Yearly	\$19,500	\$22,500	\$25,500	\$28,400	\$33,000

Source: [Bureau of Labor Statistics, Occupational Employment Statistics Survey](#); [Michigan Department of Labor and Economic Growth, Office of Labor Market Information](#)

State and National Trends

United States	Employment		Percent Change	Job Openings ¹
	2004	2014		
Medical assistants	387,100	588,600	+ 52 %	27,310
Michigan	Employment		Percent Change	Job Openings ¹
	2002	2012		
Medical assistants	15,730	22,710	+ 44 %	990

¹Job Openings refers to the average annual job openings due to growth and net replacement.

Note: The data for the State Trends and the National Trends are not directly comparable. The projections period for the State Trends is 2002-2012, while the projections period for the National Trends is 2004-2014.

Source: [Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections](#); [Michigan Department of Labor and Economic Growth, Office of Labor Market Information](#) 9/7/06

Occupation Description

Compile, process, and maintain medical records of hospital and clinic patients in a manner consistent with medical, administrative, ethical, legal, and regulatory requirements of the health care system. Process, maintain, compile, and report patient information for health requirements and standards.

State and National Wages

Location	Pay Period	2004				
		10%	25%	Median	75%	90%
United States	Hourly	\$8.69	\$10.10	\$12.55	\$16.12	\$20.36
	Yearly	\$18,100	\$21,000	\$26,100	\$33,500	\$42,300
Michigan	Hourly	\$9.12	\$10.72	\$13.14	\$16.84	\$21.87
	Yearly	\$19,000	\$22,300	\$27,300	\$35,000	\$45,500

Source: [Bureau of Labor Statistics, Occupational Employment Statistics Survey; Michigan Department of Labor and Economic Growth, Office of Labor Market Information](#)

State and National Trends

United States	Employment		Percent Change	Job Openings ¹
	2004	2014		
Medical records and health information technicians	158,800	204,700	+ 29 %	6,870
Michigan	Employment		Percent Change	Job Openings ¹
	2002	2012		
Medical records and health information technicians	4,820	6,340	+ 32 %	220

¹Job Openings refers to the average annual job openings due to growth and net replacement.

Note: The data for the State Trends and the National Trends are not directly comparable. The projections period for the State Trends is 2002-2012, while the projections period for the National Trends is 2004-2014.

Source: [Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections](#); [Michigan Department of Labor and Economic Growth, Office of Labor Market Information](#) 9/7/06

SURGICAL TECHNOLOGISTS: MICHIGAN

Occupation Description

Assist in operations, under the supervision of surgeons, registered nurses, or other surgical personnel. May help set up operating room, prepare and transport patients for surgery, adjust lights and equipment, pass instruments and other supplies to surgeons and surgeon's assistants, hold retractors, cut sutures, and help count sponges, needles, supplies, and instruments.

State and National Wages

Location	Pay Period	2004				
		10%	25%	Median	75%	90%
United States	Hourly	\$11.66	\$13.94	\$16.56	\$19.99	\$23.01
	Yearly	\$24,300	\$29,000	\$34,400	\$41,600	\$47,900
Michigan	Hourly	\$13.45	\$15.09	\$17.26	\$19.84	\$21.50
	Yearly	\$28,000	\$31,400	\$35,900	\$41,300	\$44,700

Source: [Bureau of Labor Statistics, Occupational Employment Statistics Survey](#); [Michigan Department of Labor and Economic Growth, Office of Labor Market Information](#)

State and National Trends

United States	Employment		Percent Change	Job Openings ¹
	2004	2014		
Surgical technologists	84,100	109,000	+ 30 %	3,580
Michigan	Employment		Percent Change	Job Openings ¹
	2002	2012		
Surgical technologists	2,090	2,510	+ 20 %	70

¹Job Openings refers to the average annual job openings due to growth and net replacement.

Note: The data for the State Trends and the National Trends are not directly comparable. The projections period for the State Trends is 2002-2012, while the projections period for the National Trends is 2004-2014.

Source: [Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections](#); [Michigan Department of Labor and Economic Growth, Office of Labor Market Information](#) 9/7/06

APPENDIX

Interesting Harris Poll results about professions and prestige among college students

THE HARRIS POLL #50, October 10, 2001

Doctors The Most Prestigious Of Seventeen Professions And Occupations, Followed By Teachers (#2), Scientists (#3), Clergy (#4) And Military Officers (#5)

Businessmen (#17), accountants (#16), bankers (#15), and union leaders (#14) come at the bottom of the list.

by Humphrey Taylor

More people (61%) think of doctors as having "great prestige" than feel this way about any of the other sixteen occupations and professions which are rated by The Harris Poll®. Doctors are followed by teachers (54% think they have great prestige), scientists (53%), ministers and clergy (43%) and military officers (40%).

These are the results of a nationwide survey conducted by Harris Inter-activism of 1,017 adults surveyed by telephone between August 15 and 22, 2001.

At the bottom of the list, the occupations with the least prestige are businessmen (12%), accountants (15%), bankers (16%), and labor union

In order to better understand the workforce needs of our new economy, the MEDC conducted a statewide survey of employers, economic developers, educators, MWAs, and other local partners. Eight regional forums were also held around the state to gather input. Finally, several relevant studies were also reviewed to develop our recommendations for action.

Data from the Bureau of Labor Statistics (BLS) shows that at least 58 million job openings will be available by 2010 in the United States. BLS estimates that 22 million new jobs will be created in the next nine years and that 36 million more openings may result from retirements and others who leave the labor force.² Yet, the labor force may fall more than 4.8 million workers short of meeting demand.

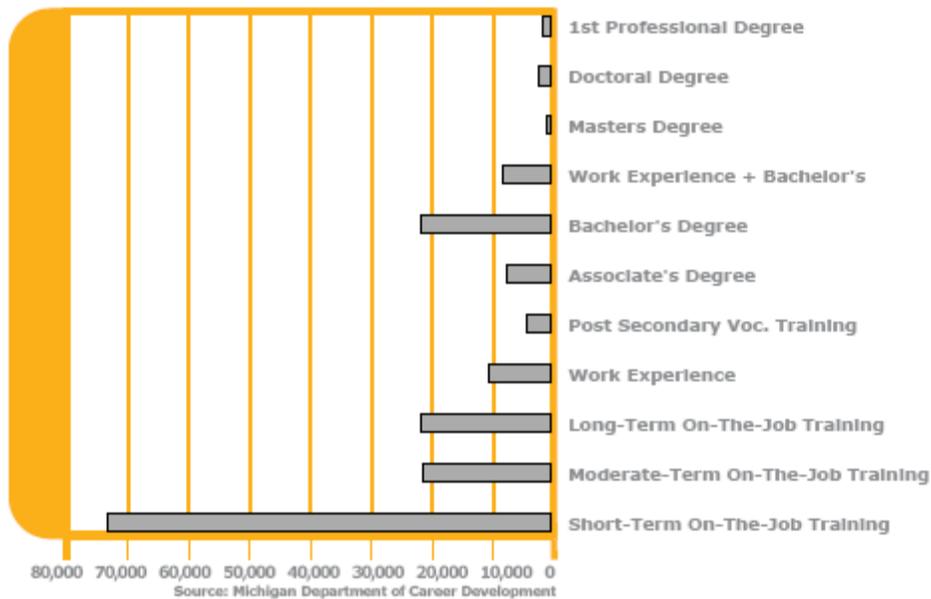
Using the BLS data, President Ed Potter of the Employment Policy Foundation is projecting that “there could be at least 12 million professional specialty jobs and more than 5 million managerial openings in the next decade. In these two leading occupational groups, 17 million positions will need to be filled by college or vocational program graduates. However, there may be a shortage of as many as 3.5 million workers with post-secondary education and skills to fill these positions.”

Michigan’s workforce is following the national trend.

Growth Occupations

The MDCD has identified the ten fastest growing occupations from 1998 to 2008. Six of these occupations in the information technology sector. The projected growth rate for computer engineers is over 100 percent. Michigan’s fastest growing occupations are primarily in the high-tech fields. **Respiratory Therapists**

1998 – 2008 Total Annual Openings



- 1) Resources to match the increase in enrollment are absolutely critical. There must be an improvement on our current situation where we have often been expected to work with increased enrollment without always getting the necessary resources.
- 2) Numbers for numbers sake may solve the financial problems of the university, but we need to increase the standards for admission so the increased number we admit are qualified to be here. I don't want to see an Oakland University education watered down further just to meet some enrollment goal.
- 3) Growth should be targeted in areas of future need, not present circumstance.

That's all I can think of now.

Brian

The table below shows new student enrollment by school and college.

	FTIAC			Transfer			Masters			Doctoral		
	Fall 2006	Fall 2005	% diff	Fall 2006	Fall 2005	% diff	Fall 2006	Fall 2005	% diff	Fall 2006	Fall 2005	% diff
CAS	654	717	-9%	426	472	-10%	96	117	-18%	12	8	50%
SBA	292	335	-13%	222	215	3%	104	138	-25%	0	0	
SEHS	151	204	-26%	136	167	-19%	414	405	2%	90	126	-29%
SECS	204	182	12%	97	116	-16%	114	105	9%	15	8	88%
SHS	223	149	50%	96	60	60%	47	34	38%	34	41	-17%
SON	277	230	20%	258	226	14%	48	39	23%	4	0	

Hopefully this undergraduate burst bodes well for SHS recapturing some dollars as well as prestige for the Place to go

Fastest growing occupations, 2004-14

This file represents *Table 2, Fastest growing occupations, 2004-14*, in "Occupational employment projections to 2014," published in the [November 2005 Monthly Labor Review](#).

Table 2. Fastest growing occupations, 2004-14
[Numbers in thousands]

2004 National Employment Matrix code and title	Employment Number		Change		Quartile rank by 2004 median annual earnings ¹	Most significant source of postsecondary education or training ²
	2004	2014	Number	Percent		
31-1011 Home health aides	624	974	350	56.0	VL	Short-term on-the-job training
15-1081 Network systems and data communications analysts	231	357	126	54.6	VH	Bachelor's degree
31-9092 Medical assistants	387	589	202	52.1	L	Moderate-term on-the-job training
29-1071 Physician assistants	62	93	31	49.6	VH	Bachelor's degree
15-1031 Computer software engineers, applications	460	682	222	48.4	VH	Bachelor's degree
31-2021 Physical therapist assistants	59	85	26	44.2	H	Associate degree
29-2021 Dental hygienists	158	226	68	43.3	VH	Associate degree
15-1032 Computer software engineers, systems software	340	486	146	43.0	VH	Bachelor's degree
31-9091 Dental assistants	267	382	114	42.7	L	Moderate-term on-the-job training
39-9021 Personal and home care aides	701	988	287	41.0	VL	Short-term on-the-job training
15-1071 Network and computer systems administrators	278	385	107	38.4	VH	Bachelor's degree
15-1061 Database administrators	104	144	40	38.2	VH	Bachelor's degree
29-1123 Physical therapists	155	211	57	36.7	VH	Master's degree
19-4092 Forensic science technicians	10	13	4	36.4	VH	Associate degree
29-2056 Veterinary	60	81	21	35.3	L	Associate degree

technologists and technicians							
29-2032 Diagnostic medical sonographers	42	57	15	34.8	VH	Associate degree	
31-2022 Physical therapist aides	43	57	15	34.4	L	Short-term on-the-job training	
31-2011 Occupational therapist assistants	21	29	7	34.1	H	Associate degree	
19-1042 Medical scientists, except epidemiologists	72	97	25	34.1	VH	Doctoral degree	
29-1122 Occupational therapists	92	123	31	33.6	VH	Master's degree	
25-2011 Preschool teachers, except special education	431	573	143	33.1	L	Postsecondary vocational award	
29-2031 Cardiovascular technologists and technicians	45	60	15	32.6	H	Associate degree	
25-1000 Postsecondary teachers	1,628	2,153	524	32.2	VH	Doctoral degree	
19-2043 Hydrologists	8	11	3	31.6	VH	Master's degree	
15-1051 Computer systems analysts	487	640	153	31.4	VH	Bachelor's degree	
47-4041 Hazardous materials removal workers	38	50	12	31.2	H	Moderate-term on-the-job training	
17-2031 Biomedical engineers	10	13	3	30.7	VH	Bachelor's degree	
13-1071 Employment, recruitment, and placement specialists	182	237	55	30.5	H	Bachelor's degree	
17-2081 Environmental engineers	49	64	15	30.0	VH	Bachelor's degree	
23-2011 Paralegals and legal assistants	224	291	67	29.7	H	Associate degree	

Footnotes:

(1) The quartile rankings of Occupational Employment Statistics Survey annual earnings data are presented in the following categories: VH=very high (\$43,605 and over), H=high (\$28,590 to \$43,604), L=low (\$20,185 to \$28,589), and VL=very low(up to \$20,184). The rankings were based on quartiles using one-fourth of total employment to define each quartile. Earnings are for wage and salary workers.

(2) An occupation is placed into one of 11 categories that best describes the postsecondary education or training needed by most workers to become fully qualified. For more information about the categories, see Occupational Projections and Training Data, 2004-05 edition, Bulletin 2572 (Bureau of Labor Statistics, March 2004) and Occupational Projections and Training Data, 2006-07 edition, Bulletin 2602 (Bureau of Labor Statistics, forthcoming).

APPENDIX



Kresge Library
Rochester, Michigan 48309-4401

MEMORANDUM

To: Sue Saliga, Adjunct Instructor and Library Coordinator for the School of Health Sciences

From: Shawn V. Lombardo, Coordinator of Collection Development
Beth Kraemer, Librarian Liaison to the School of Health Sciences

Re: Library collection evaluation for proposed Allied Health major

Date: October 31, 2006

In order to complete this library collection evaluation for the proposed undergraduate major in allied health, we reviewed the draft proposal dated October 25, 2006, as well as the library's current resources related to the health sciences. We have determined the following:

Currently, the library's collections are sufficient to support the research needs of students enrolled in a new allied health major. According to the proposal, no new courses are being developed at this time; in addition, we do not anticipate that the influx of new students—based upon the planned enrollment levels projected in the proposal—will greatly impact the availability of library resources.

We believe that the library's print monograph holdings are sufficient to support this proposed major, as we currently purchase books on such health-related topics as injury prevention, exercise science, nutrition, and ethics in health care. In addition, Kresge Library already subscribes to a number of online resources that would effectively support an Allied Health major, including CINAHL, HealthSource: Nursing/Academic Edition, Health Reference Center Academic, Alt-Health Watch and ABI/Inform; all of these databases provide access to at least some online journal and magazine content. However, due to anticipated annual inflationary cost increases for journals and research databases (historically averaging eight percent or more per year), the library cannot guarantee that we will be able to continue to subscribe to these resources. Therefore, we

ask that the library be given \$2000 per year to assist us in funding these necessary resources for the proposed Allied Health major.

We note that the draft proposal makes mention of possible course offerings at the Macomb University Center. In the likely event of such growth, the library would continue to offer off-campus access to its research databases, which would enable the use of these resources by OU students taking courses at the Macomb University Center. At that point, however, we recommend expansion of the library's e-books holdings to ensure convenient access to relevant monographs in the field. We anticipate that the library would need at least \$500 annually to develop further the library's online book collection.



12-01-06

Dear Dean Hightower,

The new proposed major, Applied Health Sciences, in the School of Health Sciences, is a timely initiative for students seeking additional educational pathways in health related fields. A bachelor's degree in health is becoming a much sought after degree in the healthcare workforce. The new major is a broad field of study encompassing numerous specializations common in the health care industry, such as respiratory therapy, surgical assistant, physical therapist assistant, occupational therapy assistant, medical assisting, among others. This degree caters to many existing professionals already employed in the health care field but wish to return for higher credentialing opportunities or professional development. In fact, many national professional societies are upgrading licensure requirements from associate degree to baccalaureate degree.

Your new proposed program will provide much needed flexibility for past and current students in both Macomb Community College and Oakland University programs. I strongly encourage the development of this degree.

Sincerely,

Charlene McPeak, Ph.D.
Dean, Health and Human Services
Macomb Community College

November 16, 2006

Dear Ms. Bays:

As a Respiratory Therapist at St. John Hospital and Medical Center in Detroit, Michigan and former Macomb Community College Respiratory student, I am becoming increasingly aware of the demand for more extensive education for healthcare providers. To meet the demands of health institutions, including hospitals, homecare companies, extended care facilities (ECF's), and other independent facilities that provide health and medical services, I support all efforts to increase and improve the delivery of educational services. I believe that educational opportunities are important both for the individual who is just entering the health professions arena as well as for those who are seeking opportunities for personal and professional growth within healthcare.

I strongly encourage attempts made by the faculty and administration of Macomb Community College in fostering opportunities for growth and learning of its students. I am pleased that there is currently a potential opportunity to establish an affiliation with a reputable institution such as Oakland University and encourage your careful consideration and implementation of such a partnership.

Higher education opportunities are needed especially in this area of Allied Health. One reason for this need is that the volume of material the therapist must learn has increase tremendously over the last few decades. Another reason is that the work has become much more complex and critical. To ensure that our patient population receives the best possible care available, it is important that institutions of higher learning participate actively to provide healthcare professionals the tools that are necessary to render such care.

Thank you for your consideration in matter,

Sincerely:

Laurie Kushnier RRT
39615 Clearview
Harrison Twp. MI 48045
(586) 954-2614
momkush@yahoo.com

December 8, 2006

Ken Hightower, Ph.D.
Dean of the School of Health Sciences
Professor Health Sciences
Oakland University
Rochester, MI 48309

Dear Ken:

I am responding to your email requesting my review of and support for OU's proposed Bachelor's Degree in Applied Health Sciences. I couldn't be more pleased to offer that support.

Economic forecasts and occupational projections highlight the growing importance of the baccalaureate degree as a minimum educational requirement, if not for initial hire, then certainly for professional advancement. We are very proud of the students we graduate who earn allied health technician degrees in areas such as respiratory, occupational, and physical therapies, as well as those in surgical technology, health information systems, and the like. These graduates are easily and quickly employed, and they provide much-needed and high-quality healthcare services to our community. Your proposed degree offers these graduates an opportunity to advance their careers with a degree that acknowledges their prior learning and builds on their knowledge and experience.

Again, I applaud your commitment and support your efforts. I know you have consulted often with our healthcare leaders, so please let me know if there is anything else we can do to further our partnership in this area.

Sincerely,

A handwritten signature in cursive script that reads "Albert L. Lorenzo".

Albert L. Lorenzo
President

MEMO

To: Whom It May Concern:

From: Ken Hightower, Dean Health Sciences

Re: Proposed Major in School of Health Sciences: Applied Health Sciences

Date: December 1, 2006

The School of Health Sciences in its continued support of the role and mission of Oakland University to fulfill its distinctive role among Michigan public universities is preparing a new initiative to enhance the intellectual and ethical health care environment. Students will be prepared to lead and serve in the local and world communities. Therefore the School of Health Sciences is preparing to implement more options for our students to enter the community with the best chance for success in health related professions. A new initiative is now being brought forth by the School of Health Sciences so satisfy community needs; namely a new major in Applied Health Sciences.

Most of the current majors in Health Sciences are rather comprehensive undergraduate degrees that essentially represent a liberal arts and science degree with some emphasis on health and its underlying science. These undergraduate degrees are primarily for students interested in advanced degrees and certificates. The new proposed major in Applied Health Sciences is a broad field of study encompassing numerous specializations common in the health care industry, such as respiratory therapy, first surgical assistant, medical assistant studies, occupational therapy assistant, physical therapy assistant, and medical informational studies. This new degree caters to many existing professionals already employed in the health care field but wish to return for higher credentialing opportunities or professional development. In fact, many national professional societies are upgrading licensure requirements from associate degree to baccalaureate degree. This new major is also aimed at students who are initially engaged in two-year associate degree programs currently at Macomb Community College who plan to eventually attain additional education for credentialing professional societies. There are vast numbers of students currently employed in health care facilities or enrolled at community colleges who would like to receive a baccalaureate degree and would or could only consider such

an option if courses already taken were accepted by Oakland. This “umbrella” major makes this possible in theory.

In practice, the proposed degree begins with an existing articulation agreement between OU and Macomb, an agreement that partners us in our broad and shared goals. This new degree will be a natural place for many diverse health care specializations to reside. Our initial efforts will focus on the First Surgical Assistant Program, currently an associate degree program already offered by Macomb. With careful attention to developing our new major core and a thorough analysis of all current curricula, we can allow and encourage students to either go directly from Macomb into the workforce and/or seamlessly enter our undergraduate program with two more years of study to obtain a BS degree in Applied Health Sciences. Oakland University, Macomb Community College, and the State of Michigan will be beneficiaries of this initiative. Eventually, we will build upon this success and add numerous other health care specializations, many of which are in high demand over the next two decades as our population ages and require more help and treatment.

I wholeheartedly welcome our collaboration with Macomb Community College and endorse the new major Applied Health Sciences

November 22, 2006

To Whom It May Concern:

I am excited to learn that our Macomb Community College alumni and graduates will have an opportunity to transfer their associate of applied science degree towards a bachelor's degree at Oakland University. Our students have been requesting this type of program for many years.

As I understand, many post-secondary educational programs offer a bachelor degree track, but were often limited and inflexible, requiring our students to extend their advanced academic schooling for many years upon graduation.

In my opinion, this program will certainly encourage our students to achieve a higher academic degree in a timely manner. Additionally, many of our community employers have expressed a strong interest for advanced education for our alumni. Thank you for creating this plan for our students.

Sincerely,



Robyn Roncelli, MA, RHIA
Coordinator, Health Information Technology Program

Memorandum

Faculty Support Endorsement:

Date:

To Whom It May Concern:

I am excited to learn that our Macomb Community College alumni and graduates will have an opportunity to transfer their associate of applied science degree towards a bachelor's degree at Oakland University. Our students have been requesting this type of program for many years.

As I understand, many post-secondary educational programs offer a bachelor degree track, but were often limited and inflexible, requiring our students to extend their advanced academic schooling for many years upon graduation.

In my opinion, this program will certainly encourage our students to achieve a higher academic degree in a timely manner. Additionally, many of our community employers have expressed a strong interest for advanced education for our alumni. Thank you for creating this plan for our students.

Sincerely,



(Hamick)



Mount Clemens General Hospital

1000 Harrington Boulevard
Mount Clemens, Michigan 48043
(586) 493-8000

November 3, 2006

Tamra Bays, MA, LLPC, NCC
Academic Advisor, School of Health Sciences
364 Hannah Hall—Oakland University
Rochester MI 48309-4482

Dear Ms. Bays:

As a Clinical Educator in the Respiratory Care Services department at Mount Clemens Regional Medical Center I am well aware of the increasing demand for more extensive education for healthcare providers. I wholeheartedly support provision of the opportunity for individuals to improve themselves through higher education. I believe continuing educational opportunities are important both for individuals just entering the health professions arena as well as for those who are seeking opportunities for personal and professional growth within healthcare.

I strongly encourage attempts made by the faculty and administration of Macomb Community College in fostering opportunities for growth and learning of its students. I am pleased that there is potential to establish an articulation agreement and affiliation with a reputable institution such as Oakland University and encourage your careful consideration and implementation of such a partnership.

Higher education opportunities would be very beneficial for the allied health professions. Speaking as a near twenty –year veteran respiratory therapist, I can attest to the increase in the volumes of information that require my attention through the years. Many of my peers do not address the need to keep current with the demands of their profession, and it shows. The respiratory therapist's role at the patient bedside has become more complex. The information we monitor and report is more critical to the patient's care. I believe higher education opens an individuals thought processes to a grander level, it assists individuals to see issues in a different light. Greater exposure to allied health principles and practices provides the individual with more tools in their role in healthcare. Professionals become even more valuable because of their ability to better integrate their role with that of others.

To ensure that our patient population receives the best possible care available, it is important that institutions of higher learning provide programs that allow individuals to expand their capabilities. As you well know, healthcare is a very important and growing arena. **I believe the service healthcare providers can provide to our communities can be enhanced with educational opportunities beyond the technical training of a career.**

I would be happy to discuss this issue in greater detail if you desire.



Mount Clemens General Hospital

1000 Harrington Boulevard
Mount Clemens, Michigan 48043
(586) 493-8000

Sincerely:

Sharon Jackson, BS, RRT

Clinical Educator

Respiratory Care Services

Mount Clemens Regional Medical Center

1000 Harrington

Mt. Clemens, MI 48043

Office: 586-493-2236

Fax: 586-493-8640

Email: sjackson@mcrmc.org



October 25, 2006

Tamra Bays, MA, LLPC, NCC
Academic Advisor
School of Health Sciences
364 Hannah Hall
Oakland University
Rochester, MI 48309-4482

Dear Ms. Bays:

Thank you for the opportunity to review the proposal for Macomb Community College and Oakland University to form a more collaborative arrangement by defining a defined pathway (Macomb 2 Oakland) for undergrad allied health students seeking the baccalaureate degree.

In today's healthcare environment, successful healthcare delivery systems will need leaders at every level who are dedicated to the mission, focus on the business and able to get results with collaborative partnerships and limited resources. Leaders will need to expand their skills and knowledge at every level:

- Relationship building
- Communication skills
- Critical thinking and decision-making
- Organizational management
- Strategic thinking
- Customer and quality focus
- Marketing, finance, H/R and clinical operations

Over 20 years ago I began my healthcare career as an allied health student, so I am a strong supporter and advocate for the work you are doing. In my experience, a large number of students have the desire to pursue the advanced degree, but the journey can often prove arduous and the navigation difficult. I would highly support the proposal and look forward to rapid implementation.

Sincerely,

Rand J. O'Leary, MHA
VP, Clinical & Support Services

St. Joseph's Healthcare
15855 Nineteen Mile Road
Clinton Township, MI 48038



October 23, 2006

Tamra Bays, MA, LLPC, NCC
Academic Advisor, School of Health Sciences
364 Hannah Hall—Oakland University
Rochester MI 48309-4482

Dear Ms. Bays:

As a Manager in Surgical Services at Henry Ford Hospital, and as an adjunct faculty member of Macomb Community College, I am well aware of the increasing demand for more extensive education for healthcare providers. To meet the demands of health institutions, including hospitals, ambulatory surgical units (ASU's), extended care facilities (ECF's), and other independent facilities that provide health and medical services, I am quite supportive of all efforts to increase and improve the delivery of educational services. I believe that educational opportunities are important both for the individual who is just entering the health professions arena as well as for those who are seeking opportunities for personal and professional growth within healthcare.

I strongly encourage attempts made by the faculty and administration of Macomb Community College in fostering opportunities for growth and learning of its students. I am pleased that there is currently a potential opportunity to establish a matriculation agreement and affiliation with a reputable institution such as Oakland University and encourage your careful consideration and implementation of such a partnership.

Educational opportunities are needed especially in the areas of Allied Health where a shortage of Registered Nurses and physicians has resulted in the shifting of some aspects of patient care to unlicensed individuals. This appears to be a national trend with no resolution readily presenting itself. To ensure that our patient population receives the best possible care available, it is important that institutions of higher learning participate actively to provide healthcare professionals the tools that are necessary to render such care.

I would be happy to discuss this issue in greater detail if you desire.

Sincerely:

A handwritten signature in black ink that reads "Kenneth W. M. Warnock".

Ken Warnock, CST/SFA, CHMMC



Manager, Sterile Processing Department
Henry Ford Hospital
2799 West Grand Boulevard
Detroit MI 48202

Office: 313.916.7390
Fax: 313.916.8763

Email: kwarnoc1@hfhs.org

December 1, 2006

Ken Hightower, Dean
Oakland University
School of Health Sciences
364 Hannah Hall
Rochester, MI 48309-4482

Dear Mr. Hightower:

Thank you for the opportunity to review the proposal for William Beaumont Hospital and Oakland University to form a more collaborative arrangement by defining a pathway for undergrad allied health students seeking the baccalaureate degree.

In today's healthcare environment, successful healthcare delivery systems will need leaders at every level who are dedicated to the mission, focus on the business and are able to get results with collaborative partnerships and limited resources. Leaders will need to expand their skills and knowledge at every level:

- Relationship building
- Communication skills
- Critical thinking and decision-making
- Organizational management
- Strategic thinking
- Customer and quality focus
- Marketing, finance, H/R and clinical operations

Over 20 years ago I began my healthcare career as an allied health student, so I am a strong supporter and advocate for the work you are doing. In my opinion, a large number of our technologists and students will have the desire to pursue the advanced degree. I would highly support the proposal and look forward to rapid implementation.

Sincerely,



Robert Kilpatrick BSRS RT(R)
Clinical Manager
William Beaumont Hospital
3601 W. Thirteen Mile Rd
Royal Oak, MI 48073
248-898-2509

November 15, 2006

Tamra Bays, MA, LLPC, NCC
Academic Advisor
School of Health Sciences
364 Hannah Hall
Oakland University
Rochester, MI 48309-4482

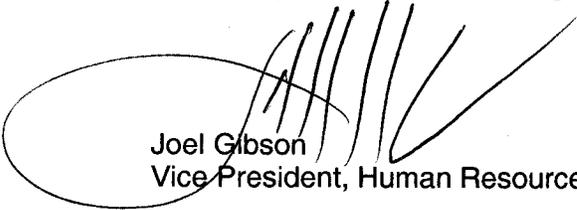
Dear Ms. Bays:

Thank you for the opportunity to review the proposal for Macomb Community College and Oakland University to form a more collaborative arrangement by defining a defined pathway (Macomb 2 Oakland) for undergrad allied health students seeking the baccalaureate degree.

The research presented relative to benchmarking the needs for the program and identification of other nationally recognized undergraduate programs facilitated my ability to comprehensively analyze the merits of supporting establishment of the program; the curriculum content and the internship were of particular import.

As a founding member of a multiorganizational collaborative coordinated by the National Conference for Community and Justice Task Force addressing health care disparities issues in Michigan for the last three years, the integration of the Health People 2010 leading health indicators objectives into your program, was particularly impressive to me. Commitment to principles and initiatives benefiting the immediate and surrounding communities on short and long run basis are of paramount importance.

I support your proposal and eagerly anticipate reports of its implementation.


Joel Gibson
Vice President, Human Resources and Organizational Development

St. Joseph's Medical Center
15855 Nineteen Mile Road
Clinton Township, MI 48038
586-263-2300

St. Joseph's Specialty Hospital
215 North Avenue
Mt. Clemens, MI 48043
586-466-9300

Fraser Health Center
15717 Fifteen Mile Road
Clinton Township, MI 48035
586-285-3800

North Macomb Health Center
80650 Van Dyke
Romeo, MI 48065
810-798-8551

Chesterfield Health Center
30795 23 Mile Road
Chesterfield Township, MI 48047
586-421-3000

**DWIGHT
ORTHOPEDIC
REHABILITATION
COMPANY**

Madison Heights Facility

1432 East Twelve Mile Road • Madison Heights, Michigan 48071-2651

toll free: 800/529-5188 • www.dwightortho.com

office: 248/544-8779 • FAX: 248/543-0479 • EIN: 38-3085624

MADISON HEIGHTS FACILITY

1432 East Twelve Mile Road
Madison Heights, MI 48071

LAKE ORION FACILITY

425 N. M-24, Suite 100
Lake Orion, MI 48362

KEEGO HARBOR FACILITY

2700 Orchard Lake Rd.
Keego Harbor, MI 48320

CANTON FACILITY

42955 Ford Road
Canton, MI 48187

DETROIT FACILITY

2700 M.L.K., Jr. Blvd.
Detroit, MI 48208

WIXOM FACILITY

29600 Wixom Road
Wixom, MI 48393

**CLINTON TOWNSHIP
FACILITY**

42615 Garfield Road
Clinton Twp., MI 48038

N.W. DETROIT FACILITY

15521 West Seven Mile Road
Detroit, MI 48235

**FARMINGTON HILLS
FACILITY**

33586 Eight Mile Road, Suite A
Farmington Hills, MI 48335

SHELBY TOWNSHIP FACILITY

SHELBY COMMONS
45551 Mound Road
Shelby Twp., MI 48317

REDFORD FACILITY

HERITAGE PLAZA
14815 Telegraph Road
Redford, MI 48239

EAST METRO

PHYSICAL THERAPY
36341 Harper Avenue
Clinton Twp., MI 48035

WAGNER PHYSICAL THERAPY

3105 Main Street
Marlette, MI 48453

BEDFORD

PHYSICAL THERAPY
7300 Secor Rd., Suite 3
Lambertville, MI 48144

T. HERRLINGER & ASSOCIATES

7057 Dexter-Ann Arbor Rd.
Dexter, MI 48130

DEERFIELD TOWNSHIP FACILITY

Full Circle Physical Therapy
5832 N. Lanier Road

November 20, 2006

Tamra Bays, MA, LLPC, NCC

Academic Advisor, School of Health Sciences

364 Hannah Hall-Oakland University

Rochester, MI 48309-4482

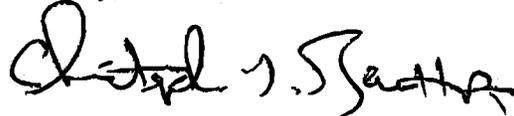
Dear Ms. Bays:

As a Physical Therapist/Clinical Director at Dwight Orthopedic Rehabilitation Co., and as a Clinical Instructor in the PTA program at Macomb Community College, I am aware of the increased demand for more extensive education for healthcare providers. To meet the demands of healthcare institutions, I feel strongly about efforts to increase and improve the delivery of educational services. I believe that educational opportunities are important for both new graduates entering the healthcare field, and those seeking personal and professional advancement, as well.

I fully support efforts made by the faculty and administration of Macomb Community College to foster opportunities of growth and learning for its students. In hearing about a potential opportunity to establish a matriculation agreement and affiliation with Oakland University, I would encourage your consideration and implementation of such partnership.

Thank you for your consideration in this matter.

Sincerely,



Christopher G. Barnett, MS, PT
CGB/lmr

Richard -

For you

Tamra

11/28/06

October 23, 2006

Tamra Bays, MA, LLPC, NCC
Academic Advisor, School of Health Sciences
364 Hannah Hall—Oakland University
Rochester MI 48309-4482

Dear Ms. Bays:

As Educator in the Department of Respiratory Care at William Beaumont Hospital – Royal Oak, and as Adjunct Faculty at Macomb Community College, I am well aware of the increasing demand for more extensive education for healthcare providers. To meet the demands of health institutions, including hospitals, homecare companies, extended care facilities (ECF's), and other independent facilities that provide health and medical services, I am quite supportive of all efforts to increase and improve the delivery of educational services. I believe that educational opportunities are important both for the individual who is just entering the health professions arena as well as for those who are seeking opportunities for personal and professional growth within healthcare.

I strongly encourage attempts made by the faculty and administration of Macomb Community College in fostering opportunities for growth and learning of its students. I am pleased that there is currently a potential opportunity to establish an articulation agreement and affiliation with a reputable institution such as Oakland University and encourage your careful consideration and implementation of such a partnership.

Higher education opportunities are needed especially in this area of Allied Health. One reason for this need is that the volume of material the therapist must learn has increase tremendously over the last few decades. Another reason is that the work has become much more complex and critical. To ensure that our patient population receives the best possible care available, it is important that institutions of higher learning participate actively to provide healthcare professionals the tools that are necessary to render such care.

I would be happy to discuss this issue in greater detail if you desire.

Sincerely:



BIS, RRT, AE-C

Steven K. Hamick, BIS, RRT, AE-C
Educator
Department of Respiratory Care
William Beaumont Hospital - Royal Oak
Educator Chair-Elect
Michigan Society of Respiratory Care
Editorial Group Review Chair
Respiratory Care & Integrated Sciences sections
Doody Enterprises, Inc
248.898.6027 - office
248.995.7260 - pager

November 14, 2006

Tamra Bays, MA, LLPC, NCC
Academic Advisor, School of Health Sciences
364 Hannah Hall-Oakland University
Rochester MI 48309-4482

Dear Ms. Bays:

As a Critical Care Specialist in Respiratory Therapy at Henry Ford Hospital, and as former respiratory student of Macomb Community College, I am well aware of the increasing demand for more extensive education for healthcare providers. To meet the demands of health institutions, including hospitals, homecare companies, extended care facilities (ECF's), and other independent facilities that provide health and medical services, I am quite supportive of all efforts to increase and improve the delivery of educational services. I believe that educational opportunities are important both for the individual who is just entering the health professions arena as well as for those who are seeking opportunities for personal and professional growth within healthcare.

I strongly encourage attempts made by the faculty and administration of Macomb Community College in fostering opportunities for growth and learning of its students. I am pleased that there is currently a potential opportunity to establish an articulation agreement and affiliation with a reputable institution such as Oakland University and encourage your careful consideration and implementation of such a partnership.

Higher education opportunities are needed especially in this area of Allied Health. One reason for this need is that the volume of material the therapist must learn has increase tremendously over the last few decades. Another reason is that the work has become much more complex and critical. To ensure that our patient population receives the best possible care available, it is important that institutions of higher learning participate actively to provide healthcare professionals the tools that are necessary to render such care.

I would be happy to discuss this issue in greater detail if you desire.

Sincerely:

John Crawford, RRT
Critical Care Specialist
Respiratory Therapy
Henry Ford Hospital
313.916.8877

School of Health Sciences Major in Applied Health Sciences

Proforma Income Statement
Program Title
Program Type: (New, INC,CRCE, MUC)

School of Health Sciences
Major in Applied Health Sciences
New major

Actual Realistic Assessment

Revenue Variables:		YR 1	YR 2	YR 3	YR 4	YR 5
Headcount		15	30	45	50	60
Lower Level UG Students		8	15	23	25	30
Upper Level UG Students		7	15	22	25	30
Graduate Students		0	0	0	0	0
Doctoral Students		0	0	0	0	0
Expected number of program credits taken per student per fiscal year		24	24	24	24	24
Undergraduate Credits		24	24	24	24	24
Graduate Credits		0	0	0	0	0
Doctoral Credits		0	0	0	0	0
Total Credit Hours		360	720	1080	1200	14400
Undergraduate Lower Level		192	360	552	600	720
Undergraduate Upper Level		168	360	528	600	720
Graduate		0	0	0	0	0
Doctoral		0	0	0	0	0
FYES						
UG FYES		11.61	23.23	34.84	38.71	46.45
Graduate FYES		0.00	0.00	0.00	0.00	0.00
Doctoral FYES		0.00	0.00	0.00	0.00	0.00
Total FYES		11.61	23.23	34.84	38.71	46.45
Tuition Rate Per Credit Hour						
Undergraduate Lower Level		\$ 204.75	\$ 204.75	\$ 204.75	\$ 204.75	\$ 204.75
Undergraduate Upper Level		\$ 224.75	\$ 224.75	\$ 224.75	\$ 224.75	\$ 224.75
Graduate		\$ 383.00	\$ 383.00	\$ 383.00	\$ 383.00	\$ 383.00
Other Fees/Charges		\$ -	\$ -	\$ -	\$ -	\$ -
Revenue						
Tuition		\$ 77,070.00	\$ 154,620.00	\$ 231,690.00	\$ 257,700.00	\$ 309,240.00
Other Fees		\$ -	\$ -	\$ -	\$ -	\$ -
Total Revenue		\$ 77,070.00	\$ 154,620.00	\$ 231,690.00	\$ 257,700.00	\$ 309,240.00
Expenses	ACCT					
Salaries/Wages						
Faculty Salaries	6101	\$ 91,367.00	\$ 91,367.00	\$ 91,367.00	\$ 91,367.00	\$ 91,367.00
Visiting Faculty	6101	\$ -	\$ -	\$ -	\$ -	\$ -
Part-time Faculty	6301	\$ -	\$ -	\$ 8,048.00	\$ 8,048.00	\$ 8,048.00
Faculty Overload	6301	\$ -	\$ -	\$ -	\$ -	\$ -
Spring/Summer Faculty Pay	6301	\$ -	\$ -	\$ -	\$ -	\$ -
Faculty Inload (Replacement Costs)	6301	\$ -	\$ -	\$ -	\$ -	\$ -
Administrative Salaries	6201	\$ -	\$ -	\$ -	\$ -	\$ -
Clerical Salaries	6211	\$ 17,139.00	\$ 17,139.00	\$ 17,139.00	\$ 17,139.00	\$ 17,139.00
IC Administrative Salaries	6221	\$ -	\$ -	\$ -	\$ -	\$ -
Graduate Assistant	6311	\$ -	\$ -	\$ -	\$ -	\$ -
Wages	6401	\$ -	\$ -	\$ -	\$ -	\$ -
Out of Classification	6401	\$ -	\$ -	\$ -	\$ -	\$ -
Overtime	6401	\$ -	\$ -	\$ -	\$ -	\$ -
Student	6501	\$ -	\$ -	\$ -	\$ -	\$ -
Total Salary Expenses		\$ 108,506.00	\$ 108,506.00	\$ 116,554.00	\$ 116,554.00	\$ 116,554.00
Fringe Benefits	6701	\$ 46,648.0469	\$ 46,648.0469	\$ 47,364.3189	\$ 47,364.3189	\$ 47,364.3189
Total Salary and Fringe Benefits		\$ 155,154.05	\$ 155,154.05	\$ 163,918.32	\$ 163,918.32	\$ 163,918.32
Operating Expenses						
Supplies and Services	7101	\$ 6,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00
Graduate Assistant Tuition	7101	\$ -	\$ -	\$ -	\$ -	\$ -
Facility Charges	7101	\$ -	\$ -	\$ -	\$ -	\$ -
Travel	7201	\$ 1,400.00	\$ 1,400.00	\$ 1,400.00	\$ 1,400.00	\$ 1,400.00
Telephone	7301	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00
Equipment	7501	\$ -	\$ -	\$ -	\$ -	\$ -
Library	7401	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00
Total Operating Expenses		\$ 10,600.00	\$ 5,600.00	\$ 5,600.00	\$ 5,600.00	\$ 5,600.00
Total Expenses		\$ 165,754.05	\$ 160,754.05	\$ 169,518.32	\$ 169,518.32	\$ 169,518.32
Surplus/Deficits		\$ (88,684.05)	\$ (6,134.05)	\$ 62,171.68	\$ 88,181.68	\$ 139,721.68
Percentage of Expenses to Tuition		2.15	1.04	0.73	0.66	0.55

School of Health Sciences
Major in Applied Health Sciences

Notes

Year 1,2,3 - 10 new students/year, year 4,5, - 15 new students/year

Faculty salaries - Program Director

Part-time - 2 classes Fa, WI in year 3,4.

Clerical - .5 office assistant

S&S - 5 computers/1 lap top, misc supplies

Tvl - Prog Dir, trvl to MCCC

Library - as recommended

School of Health Sciences Major in Applied Health Sciences

Proforma Income Statement
Program Title
Program Type: (New, INC,CRCE, MUC)

School of Health Sciences Optimistic Scenario
Major in Applied Health Sciences
New major

Revenue Variables:		YR 1	YR 2	YR 3	YR 4	YR 5
Headcount		15	30	45	50	60
Lower Level UG Students		8	15	23	25	30
Upper Level UG Students		7	15	22	25	30
Graduate Students		0	0	0	0	0
Doctoral Students		0	0	0	0	0
Expected number of program credits taken per student per fiscal year		24	24	24	24	24
Undergraduate Credits		24	24	24	24	24
Graduate Credits		0	0	0	0	0
Doctoral Credits		0	0	0	0	0
Total Credit Hours		360	720	1080	1200	14400
Undergraduate Lower Level		192	360	552	600	720
Undergraduate Upper Level		168	360	528	600	720
Graduate		0	0	0	0	0
Doctoral		0	0	0	0	0
FYES						
UG FYES		11.61	23.23	34.84	38.71	46.45
Graduate FYES		0.00	0.00	0.00	0.00	0.00
Doctoral FYES		0.00	0.00	0.00	0.00	0.00
Total FYES		11.61	23.23	34.84	38.71	46.45
Tuition Rate Per Credit Hour						
Undergraduate Lower Level		\$ 204.75	\$ 204.75	\$ 204.75	\$ 204.75	\$ 204.75
Undergraduate Upper Level		\$ 224.75	\$ 224.75	\$ 224.75	\$ 224.75	\$ 224.75
Graduate		\$ 383.00	\$ 383.00	\$ 383.00	\$ 383.00	\$ 383.00
Other Fees/Charges		\$ -	\$ -	\$ -	\$ -	\$ -
Revenue						
Tuition		\$ 77,070.00	\$ 154,620.00	\$ 231,690.00	\$ 257,700.00	\$ 309,240.00
Other Fees		\$ -	\$ -	\$ -	\$ -	\$ -
Total Revenue		\$ 77,070.00	\$ 154,620.00	\$ 231,690.00	\$ 257,700.00	\$ 309,240.00
Expenses	ACCT					
Salaries/Wages						
Faculty Salaries	6101	\$ 91,367.00	\$ 91,367.00	\$ 146,637.00	\$ 146,637.00	\$ 146,637.00
Visiting Faculty	6101	\$ -	\$ -	\$ -	\$ -	\$ -
Part-time Faculty	6301	\$ -	\$ -	\$ 4,628.00	\$ 4,628.00	\$ 4,628.00
Faculty Overload	6301	\$ -	\$ -	\$ -	\$ -	\$ -
Spring/Summer Faculty Pay	6301	\$ -	\$ -	\$ -	\$ -	\$ -
Faculty Inload (Replacement Costs)	6301	\$ -	\$ -	\$ -	\$ -	\$ -
Administrative Salaries	6201	\$ -	\$ -	\$ -	\$ -	\$ -
Clerical Salaries	6211	\$ 17,139.00	\$ 17,139.00	\$ 17,139.00	\$ 17,139.00	\$ 17,139.00
IC Administrative Salaries	6221	\$ -	\$ -	\$ -	\$ -	\$ -
Graduate Assistant	6311	\$ -	\$ -	\$ -	\$ -	\$ -
Wages	6401	\$ -	\$ -	\$ -	\$ -	\$ -
Out of Classification	6401	\$ -	\$ -	\$ -	\$ -	\$ -
Overtime	6401	\$ -	\$ -	\$ -	\$ -	\$ -
Student	6501	\$ -	\$ -	\$ -	\$ -	\$ -
Total Salary Expenses		\$ 108,506.00	\$ 108,506.00	\$ 168,404.00	\$ 168,404.00	\$ 168,404.00
Fringe Benefits	6701	\$ 46,648.0469	\$ 46,648.0469	\$ 69,814.5979	\$ 69,814.5979	\$ 69,814.5979
Total Salary and Fringe Benefits		\$ 155,154.05	\$ 155,154.05	\$ 238,218.60	\$ 238,218.60	\$ 238,218.60
Operating Expenses						
Supplies and Services	7101	\$ 6,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00
Graduate Assistant Tuition	7101	\$ -	\$ -	\$ -	\$ -	\$ -
Facility Charges	7101	\$ -	\$ -	\$ 5,720.00	\$ 5,720.00	\$ 5,720.00
Travel	7201	\$ 1,400.00	\$ 1,400.00	\$ 1,400.00	\$ 1,400.00	\$ 1,400.00
Telephone	7301	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00
Equipment	7501	\$ -	\$ -	\$ -	\$ -	\$ -
Library	7401	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00
Total Operating Expenses		\$ 10,600.00	\$ 5,600.00	\$ 11,320.00	\$ 11,320.00	\$ 11,320.00
Total Expenses		\$ 165,754.05	\$ 160,754.05	\$ 249,538.60	\$ 249,538.60	\$ 249,538.60
Surplus/Deficits		\$ (88,684.05)	\$ (6,134.05)	\$ (17,848.60)	\$ 8,161.40	\$ 59,701.40
Percentage of Expenses to Tuition		2.15	1.04	1.08	0.97	0.81

School of Health Sciences
Major in Applied Health Sciences

Notes

Year 1,2,3 - 10 new students/year, year 4,5, - 15 new students/year

Faculty salaries - Program Director -91, 367, New 55,000

Part-time - 2 classes Fa, WI in year 3,4. - 1,157 *4cr = 4628

Clerical - .5 office assistant

S&S - 5 computers/1 lap top, misc supplies

Tvl - Prog Dir, trvl to MCCC

Library - as recommended

Facility Charges @ MCCC = \$220.00/cr 8 26 credits

AHS 301,401,304,306, 331 HS 202, 450 WHP 310