**Meeting of the
Oregon Tech Board of Trustees
Academic Quality and Student Success
Committee
Room 402, Wilsonville Campus
July 9, 2015
1:15pm-2:45pm**

**Academic Quality and Student Success Committee
Agenda**

**Special Meeting of the
Oregon Tech Board of Trustees
Academic Quality and Student Success
Committee
Sunset Room, Klamath Falls Campus
April 6, 2015
1:00pm – 1:45pm**

Draft Minutes

Committee Trustees Present:

Jeremy Brown, Chair	Kelley Minty Morris
Melissa Ceron	Celia Núñez arrived at 1:17pm
Kathy Hill	Dan Peterson

Additional Board Members Present

Christopher Maples	Steve Sliwa
Lisa Graham	Dana Henry arrived at 1:33pm

University Staff and Faculty Present:

Mateo Aboy, Assoc. Provost, VP for Research
Brad Burda, Provost, VP for Academic Affairs
Lita Colligan, Assoc. VP for Strategic Partnerships and Government Relations
Erin Foley, VP for Student Affairs and Dean of Students
Sandra Fox, Board Secretary
Paul Rowan, Assoc. VP of Information Technology Services, Chief Information Officer
Mary Ann Zemke, VP for Finance and Administration
Rob Shaffer, Coordinator of Peer Consulting

Other Attendees:

1. **Call to Order/Roll/Declaration of a Quorum**
   Chair Brown called the meeting to order at 1:05pm. The secretary called roll and a quorum was declared.

2. **Consent Agenda**
   No items

3. **Action Items**
   3.1 Creation of Committee Charter and Recommendation to Board to Approve Committee Charter
   Provost Burda walked the Committee members through the creation of the proposed charter.

Trustee Minty Morris motioned to recommend approval of the Academic Quality and Student Success Committee Charter to the full board as amended. Trustee Peterson seconded the motion.

There was discussion regarding each of the areas of responsibilities outlined in the proposed charter. **Provost Burda stated he would be willing to present the ways the University currently measures educational quality at a future date. Chair Brown requested a dashboard be created to monitor progress and academic performance; this could be quarterly or annually.** Discussion regarding the processed to create or close programs and the indicators considered for each. **Chair Brown requested a table showing the timeline of accreditation for each program and which agency accredits.** Clarification was made regarding the difference between oversight and approval of University policies; oversight is the strategic direction of the University rather than looking at individual policies. **Vice-Provost Aboy** discussed existing research and scholarship policies.

With all Trustees present voting aye, the motion passed unanimously.

4. **Discussion Items**
   4.1 **Future Agenda Items**
   The following topics were suggested: accreditation timelines for each program; academic quality – how it is being addressed; enrollment management goals and how we propose to meet those goals; retention of students, placement of students, and graduation rates; at-risk programs from a retention or graduation standpoint and those with potential for growth; outcome based funding and where there might be opportunities; role of residential education versus remote education (KF v. Wilsonville v. online), trends and implications; academic quality and how it's being addressed; and priorities from the student leadership perspective. **Chair Brown requested a calendar of Committee meetings and topics for the year.**

5. **Adjournment**
   With no further business proposed, the meeting was adjourned at 1:48p.m.

Respectfully submitted,

Sandra Fox
Board Secretary

ACTION ITEM
Agenda Item No. 3.1
Recommendation to Board to Recommend to Provost's Council Approval of a New Program: Master of Science in Allied Heath

Summary

Staff is proposing a new academic program: Master of Science in Allied Health. The purpose of the degree program is to prepare allied health professionals for positions in management, education and administration in their respective healthcare disciplines.

Background

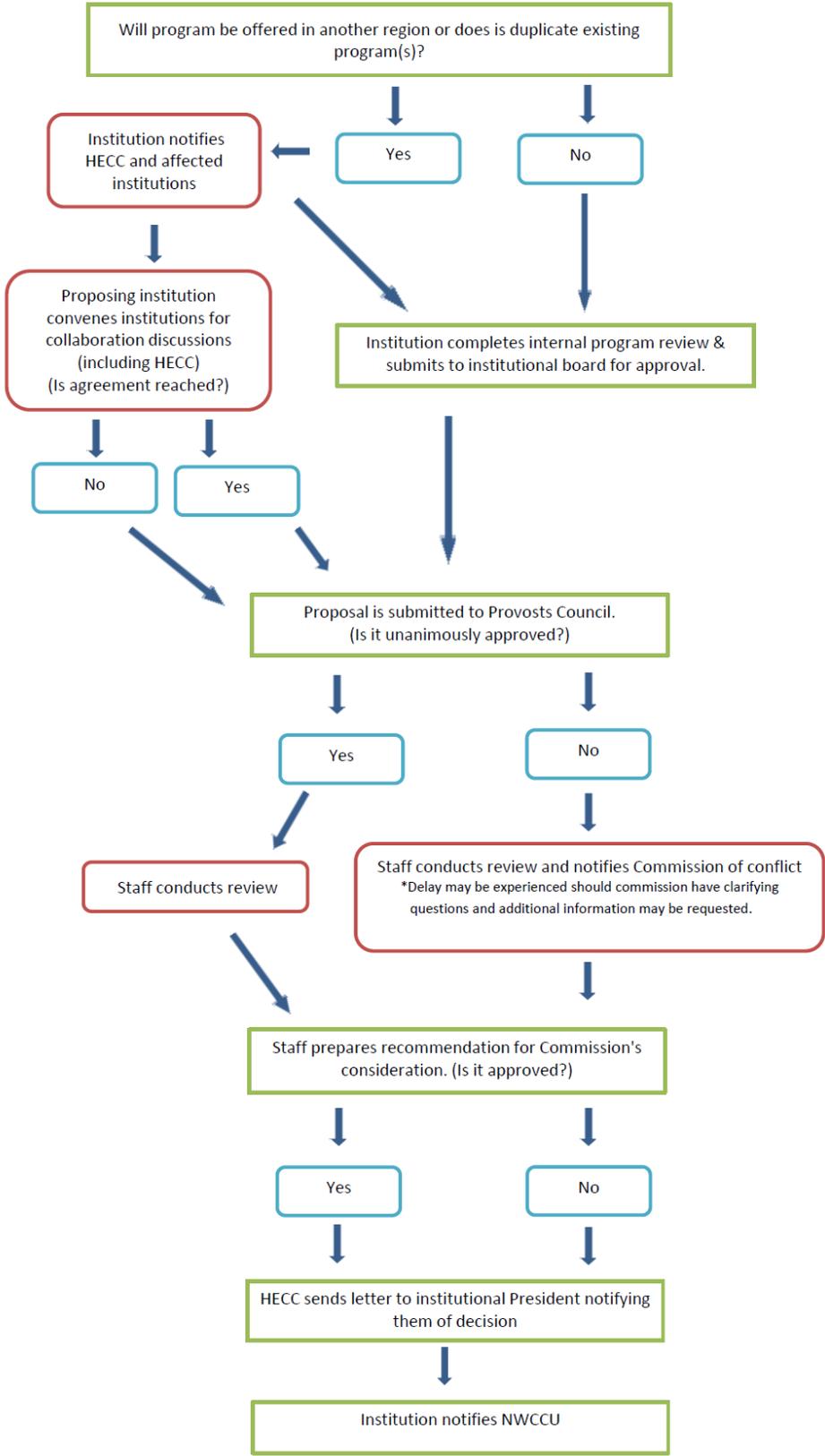See attached Proposal for New Master of Science in Allied Health Program.

Staff Recommendation

Move to recommend to the Board to recommend to the Provost's Council approval of a new program: Master of Science in Allied Health.

Attachments

- Approval Flow Chart for New University Programs
- Proposal for New Master of Science in Allied Health Program

Approval Flow Chart for New University Programs
(Presented to HECC on June 11, 2015)

Will program be offered in another region or does is duplicate existing program(s)?

Yes → Institution notifies HECC and affected institutions

No

Proposing institution convenes institutions for collaboration discussions (including HECC) (Is agreement reached?)

Institution completes internal program review & submits to institutional board for approval.

No

Yes

Proposal is submitted to Provosts Council. (Is it unanimously approved?)

Yes

No

Staff conducts review

Staff conducts review and notifies Commission of conflict
*Delay may be experienced should commission have clarifying questions and additional information may be requested.

Staff prepares recommendation for Commission's consideration. (Is it approved?)

Yes

No

HECC sends letter to institutional President notifying them of decision

Institution notifies NWCCU

Proposal for a New Academic Program

Oregon
University
System

Institution: Oregon Tech
College/School: Health, Arts, and Sciences
Department/Program: Medical Imaging/ Master of Science in Allied Health (MSAH)

1. **Program Description**

    a. 51.00 Health Services/Allied Health/Health Sciences, General.

    b. **Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.**

In order to advance in one's career as an allied health professional one must provide leadership over a diverse and quickly changing healthcare community. The discipline of allied health leadership involves effective communication, relationship building, self-confidence, self-development, team leadership, change leadership, accountability, collaboration, organizational development, performance measurements, financial skills, innovative thinking and strategic orientation. The MSAH degree will allow students to advance in their professional careers by providing them with advanced skills to conduct research, teach, implement and evaluate programs, or move into management, leadership or administrative positions. MSAH students will graduate with exceptional leadership skills they can utilize in their jobs.

Program purposes
The purpose of the Oregon Tech Master of Science in Allied Health (MSAH) degree program is to prepare allied health professionals for positions in management, education and administration in their respective healthcare disciplines.

Program Objectives / Outcomes

1. To prepare allied health practitioners to analyze, interpret, communicate and respond to the major factors influencing health, healthcare policy and healthcare leadership.
2. To prepare allied health practitioners with administration/management skills including financial skills, accountability, collaboration, building relationships, organizational development, self-confidence and leadership skills.
3. To prepare allied health practitioners to function as educators and/or leaders in academic, clinical, or community healthcare settings.
4. To prepare allied health practitioners to be critical and innovative thinkers able to analyze concepts, principles, research, clinical findings, technologies, outcomes and apply them to professional practice including strategic orientation.

Over 100 current and former Oregon Tech allied health students responded to the 2014 Oregon Tech Medical Imaging Survey. Analysis of the survey indicated a preference for a graduate degree, which allowed for multiple concentration options; in which didactic content would be taught online. The program of study was designed with all allied health professionals in mind; including the students from the following Oregon Tech medical imaging undergraduate programs: dental hygiene, respiratory therapy, polysomnography EMT/Paramedic, clinical laborato-

ry science, radiologic science, vascular technology, diagnostic medical sonography, echocardiography, and nuclear medicine. Over 70 healthcare employers responded to the 2014 Oregon Tech Medical Imaging Survey. Their response strongly indicated that a MSAH degree would be beneficial for their healthcare employees. The majority of surveyed employers have tuition assistance, which will be utilized by employees to cover post-baccalaureate educational expenses.

The course assignments are designed to help students achieve advanced workplace skills. Students will benefit from team and group work with other students across the globe. The learning experience is designed to be interactive, scholarly, with real life practical educational objectives and assessment tools.

Programmatic Focus

The program will focus on preparing allied health professionals for advancement in management, education and administration in their respective healthcare disciplines. The master's degree will be awarded upon successful completion of the program.

c. **Course of study – proposed curriculum, including course numbers, titles, and credit hours.**

The proposed curriculum for the MSAH will prepare students to advance in their professions with skills that are necessary to address a wide variety of issues within the context of the healthcare field. Curricular experiences and demonstrated knowledge and skill competence in each disciplinary area will prepare the students for healthcare leadership positions in their prospective fields.

The 48 credit MSAH degree consists of 30 hours of major field core, 12 hours of specialized guided electives, and a 6 hour thesis or non-thesis capstone project. Each student will be paired with an advisor to select appropriate elective courses to meet their professional needs and career aspiration. Students have the option of guided electives in allied health administration (12 credits), respiratory care (12 credits) and dental hygiene (12 credits). A maximum of 6 graduate level credit hours can be transferred from another university or program of study. All of the required courses, as well as most of the electives are available online, and there are no residency requirements with the exception of two respiratory therapy courses that are better taught in person. In-state tuition arrangements may be available for allied health professionals who do not reside in Oregon. Tuition and other costs will be based on the current Oregon Tech university graduate student fee schedule.

The following curriculum is designed for part time students who are maintaining full time employment. Annual planning schedules for part time students in each concentration are found in Appendix A1. Course Description forms can be found in Appendix A2. Description of Thesis process can be found in Appendix A 3.

Master of Science in Allied Health (MSAH) Curriculum

Prefix	Course #	Core Curriculum All Students	Credits
ALH	505	Information Technology in Allied Health Sciences	1
ALH	515	Scientific Writing and Medical Literature	3
ALH	525	Interdisciplinary Healthcare Teams	2
ALH	535	Assessment, Planning and Evaluation	3
ALH	545	Legal and Ethical Issues in Allied Health	3
ALH	555	Leadership Theory for Healthcare Delivery	3
ALH	565	Population Health Issues for Allied Health Professionals	3
ALH	575	Methods of Research in Allied Health	3
ALH	585	Strategic/Financial Initiatives and Politics for Allied Health	3
ALH	510	Science for Health Care Professionals	3
ALH	595	Allied Health Curriculum Design	3
Total Credits			**30**

Guided Electives in Allied Health (Echo, Vascular, Radiology, Medical Imaging)

Prefix	Course #		Credits
ALH	506	Program Administration	3
STAT	505	Biostatistics I	3
STAT	515	Epidemiology I	3
WRI	510	Grant Proposal Writing	3
Total Credits			**12**

Guided Electives in Dental Hygiene

Prefix	Course #		Credits
ALH	506	Program Administration	3
ALH	508	Medical Education Theories and Methods	3
STAT	505	Biostatistics I	3
WRI	510	Grant Proposal Writing	3
Total Credits			**12**

Guided Electives in Respiratory Therapy

Prefix	Course #		Credits
ALH	508	Medical Education Theories and Methods	3
RCP	561	Individual Development Plan	3
RCP	565	Clinical Preceptorship	3
RCP	575	Accreditation Practicum	3
Total Credits			**12**

Thesis or Non Thesis Option

Prefix	Course #		Credits
ALH	509	Advanced Practice Seminar	6
ALH	599	Thesis	6

Total Credits 48

d. **Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).**

This program will be delivered completely online with the exception of two respiratory therapy courses that will require students to come to the Klamath Falls campus during a summer quarter. A list of the annual planning schedule can be found in the Appendix A1.

e. **Ways in which the program will seek to assure quality, access, and diversity.**

The proposed curriculum for the MSAH has been developed according to guidelines established by the National Center for Healthcare Leadership. The curriculum also meets the guidelines established by the Healthcare Leadership Competency model. In addition to providing a rigorous curriculum, the program will admit students who have the necessary characteristics to succeed in this healthcare leadership field. Students from rural areas and from underserved populations will be encouraged to apply.

In order to ensure that students will have the necessary preparation for success in the MSAH program, applicants for admission to the program must meet the Oregon Tech Graduate Programs Admission requirements as well as the Allied Health program specific requirements.

Applicants to the Master of Science in Allied Health (MSAH)'s program at Oregon Tech shall meet the following requirements:

- Have a bachelor's degree from a regionally accredited institution (Northwest Association of Colleges and Schools or equivalent).

- Hold a professional license in an allied health discipline.

- Academic Standing: be in good academic standing at last college or university attended.

- GPA: Overall undergraduate GPA of 3.0 on a 4.0 scale for the last 45 term hours of the major.

- GRE Scores: A combined score (verbal and quantitative) of 1000 on the Graduate

- Background Check: Current background check for personnel in a healthcare setting is needed.

- Personal Statement: applicants will write a statement that addresses career goals and relevance to the program, evidence of aptitude for graduate work and evidence of potential for success in the field

- Reference Letters: Applicants to the program will be required to provide three academic and professional letters of reference that address the applicant's preparation, abilities, and character.

- Interview: Applicants will be required to participate in a group interview in order to assess interpersonal skills and abilities to work with others, and

- The department and university can grant conditional admission to candidates not meeting all of the minimum requirements.

- All applicants must submit an official transcript, GRE scores, and letters of reference before their application will be reviewed.

f. **Anticipated fall term headcount and FTE enrollment over each of the next five years.**

The MSAH program plan is to start with 10 students the first year, grow to 20 students the second year, 30 students the third year and at least 40 new students each year. The students will move through the program in a cohort model.

Fall 2015	10
Fall 2016	20
Fall 2017	30
Fall 2018	40 or more
Fall 2019	40 or more
Fall 2020	40 or more

g. **Expected degrees/certificates produced over the next five years.**

2014/15	2015/16	2016/17	2017/18	2018/19
0	10	20	30	40

h. **Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time; etc.)**

It is expected that the majority of MSAH students will be employed full-time as licensed health care professionals and will attend the program on a part-time basis. The courses are all online making it easier and more flexible for the working healthcare provider. The first year of the program the faculty will offer only courses from the first year of the curriculum map (see appendix A2). By the second year of the program the faculty will offer all required courses and students wanting full-time classes would be able too. The MSAH program will serve students from across the country, with the majority of students initially coming from MIT alum.

i. **Adequacy and quality of faculty delivering the program.**

The MSAH program will utilize faculty from Oregon Tech's MIT programs and from other programs as appropriate. Oregon Tech has large number of well-qualified seasoned faculty (see CVs, Appendix A7). Current Oregon Tech faculty (see section j below, CV appendix A7) across many departments will teach one or two classes in the MSAH program. Adjunct faculty will be added in subject areas that cannot be met by current faculty members. Oregon Tech Online will help with recruiting new adjunct faculty who are also experienced experts in the healthcare field. No new additional full time on-campus faculty will be hired to implement this program.

j. Faculty resources – on-compass faculty (in-load) and new adjuncts.

The following current Oregon Tech faculty (CVs, Appendix A7) will have roles in offering courses within the proposed program. The Oregon Tech Online department will assist in hiring additional adjuncts for these courses.

Full-time Faculty

Abraham Furman, Ph.D. Microbiology
B.S. Medical Technology,
B.S. Biology
Clinical Laboratory Science: Associate Professor
Location: Wilsonville
Office: 503.821.1148
Fax: 503 218-1126
California Licensure (Clinical Laboratory Scientist License): #MTA20770

James Hulse, Ph.D., M.P.H., RCP-NPS, RPFT
Ph.D. in Leadership.
MPH is in Public Health
BS in Public Health
AS degree in Respiratory Care
Respiratory Care: Program Director
Location: DOW E212
Office: 541.885.1557

Iris Godwin, M.S., Library and Information Sciences
Library: Technical Services Librarian
Location: LRC214
Office: 541.885.1965

Janette Isaacson, Ed.D, M.Ed. FSVU, RVT, RDCS
Doctorate Educational Leadership,
M.Ed. Education Specializing in Diverse Learners.
M.Ed. Counseling
Assistant Professor
Medical Imaging, Vascular and Echo, Distance Education
Office: 206.755.6987

LeAnn Maupin, M.Ed., RT(R), RVT, FASA, FSVU
M.Ed. Education
Dean, College of Health, Arts and Sciences
Past Medical Imaging Dept. Chair, Past Program Director Vascular Technology
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Office: 541.885.1958

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BS Radiologic Technology, R.T.(R)(M)
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Medical Imaging Technology: Professor
Location: DOW226
Office: 541.885.1992

Joseph Reid, M.S. in Applied Mathematics, M.A.S. in Applied Statistics, GStat
Mathematics: Assistant Professor
Location: BH192
Office: 541.851.5781
Fax: 541.885.1411

Jill Schultz, M.Ed. Master of Education
Dental Hygiene: Professor-Dental Hygiene Degree Completion Program Director
Location: SE223
Office: 541.885.1366
Fax: 541.885.1849

Ron Swisher, Ph.D, Professor
Ph.D in Biochemistry
Natural Science Department
Office:: DOW210
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Gary Zimmerman, MS,(R)(CT)(MR), M.S., Curriculum and Supervision, B.S., Radiologic
Technology, Medical Imaging Technology: Professor
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Consultants to this Committee
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Oregon Institute of Technology
Portland Campus
Engineering and Renewable Energy
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Program Director

A program director will be appointed from one of the existing faculty to coordinate advising, marketing, assessment and thesis / non-thesis options. The program director will have a doctorate or equivalent degree.

c. Other staff.

It is anticipated that this program will not require additional support staff beyond those currently available from the MIT department and other departments at Oregon Tech.

k. Other staff.

It is anticipated that the program will not require additional support staff beyond those currently available to Oregon Tech.

c. Facilities, library, and other resources.

Library

OIT Library Collection Review for Master of Science in Allied Health

January 7, 2015
Iris Godwin

Background

The main goal of the Oregon Institute of Technology Libraries' collection development program is to support Oregon Tech's academic curriculum and degree programs. Librarians work with liaisons from each department to purchase materials required for existing and new courses or programs. However, the amount of money allocated for each department and program varies each year, depending on pressures on the library's budget from outside sources. Our current collection supports several of the undergraduate programs falling under allied health curriculum. Faculty from the various departments will need to work closely with the Allied Health Library Liaison to make needed graduate level additions.

The Allied Health librarian reviewed the library's general health sciences and allied health holdings along with related subject matter in all formats to prepare this collection review and recommendation about library resources needed to support the Master of Science in Allied Health (library's holdings and budget see Appendix A4).

Facilities and other resources

All the courses will be offered online with the exception of two respiratory therapy courses offered in the summer quarters. Classroom in the summer will need one small lecture classrooms with computer/projector equipment on the Oregon Tech campus; the program will use classrooms currently available on campus. The remaining classes are online and the students will provide their own computers. The program does not require more support, current faculty already have computers and adjuncts will provide their own computers.

m. Anticipated start date.

The anticipated start date of the program is September 2015.

2. Relationship to Mission and Goals

a. Manner in which the proposed program supports the institution's mission and goals for access; student learning; research, and/or scholarly work; and service.

The MSAH program is in perfect alignment with the mission and goals of Oregon Tech especially public service to the communities in Oregon, including rural areas as they are in the most need and have the biggest shortage of qualified healthcare professionals (see section d below). This degree because of its online nature is easily accessible to students throughout Oregon including rural regions of the state.

The MSAH program supports Oregon Tech's mission to offer rigorous applied degree programs by providing scholarly, research based, high quality coursework (aligned with the National Center for Healthcare Leadership guidelines) ensuring student success in the work place. The discipline of allied health leadership in healthcare settings involves effective communication, building relationships, self-confidence, self-development, team leadership, change leadership, accountability, collaboration, organizational development, performance measurements, financial skills, innovative thinking and strategic orientation. These are in alignment with the key elements identified in Oregon Tech's Institutional Student Learning Outcomes (ISLO). The MSAH curriculum emphasizes strong foundational course work and hands-on application through real life healthcare cases to prepare students to be effective professionals in their communities. The students in the program are already employed, some are graduates of Oregon Tech who are working to advance their degrees and career opportunities in leadership, management, and administration of public health systems, healthcare systems, hospitals, and hospital networks.

This degree is designed for healthcare professionals holding a bachelor degree and current license. Because these professionals are commonly place bound, the degree is designed in an online format in order to support student access to higher learning. Required courses provide students the opportunity to develop advanced skills in research, teaching, and leadership.

Learning experiences are designed to be interactive, scholarly, and practical with real life educational objectives and assignments. A broad offering of courses that include ethics, leadership, population health, healthcare financing, and inter-professional healthcare teams will enable graduates of this program to become leaders in their respective fields.

Survey results of medical imaging students and alumni have indicated a strong, consistent interest in a MSAH program at Oregon Tech. The feedback from allied health employers and unmet healthcare needs in Oregon have pushed the need for a MSAH degree program. Projections from the United States Department of Labor Employment of medical and health services managers is projected to grow 23 percent from 2012 to 2022, much faster than the average for all occupations. As the large baby-boom population ages and people remain active later in life, the healthcare industry as a whole will see an increase in the demand for medical services (US Department of Labor, 2012).

The MSAH program supports Oregon Tech's mission to provide educational opportunities to the residents of southern Oregon. Residents of southern Oregon who graduate with the MSAH degree can use their new skills to improve healthcare in their own southern Oregon rural communities. This degree will have a direct impact in southern Oregon by helping current practitioners advance their skills and career opportunities.

b. Connection of the proposed program to the institution's strategic priorities and signature areas of focus.

The MSAH program supports Oregon Tech's current strategic plan. Having a MSAH program will help Oregon Tech towards the goal of having more graduate programs. The MSAH program will be using a large number of Oregon Tech's current seasoned on-campus faculty to teach the majority of the courses plus recruiting/hiring content expert adjuncts from across the country for any remaining courses. Graduates will have an impact on healthcare in the Oregon and provide much needed public service.

The MSAH program has been designed to meet the guidelines established by the National Center for Healthcare Leadership thereby helping Oregon Tech closer to the goal of delivering high quality academic programs. Once the program is established, faculty will work toward meeting the goal of aligning courses with the National Center for Healthcare Leadership guidelines Oregon State has unmet healthcare needs and a shortage of qualified healthcare providers in rural areas of the state (full report in section d below). The results are high preventable hospitalizations, high mortality rates and or above average low birth weights. The need for better healthcare and more healthcare professionals for Oregon State is real and this MSAH program can begin to contribute to addressing this issue by training and providing much needed healthcare leaders /administrators in Oregon's communities.

The MSAH program will allow Oregon Tech to work with licensed healthcare professionals giving them the skills they need to advance in their careers. This masters degree will help allied health professionals in Oregon, Oregon Tech Alumni and healthcare professionals across the country to meet the goal of preparing students for career advancement.

The Master of Science in Allied Health (MSAH) program offered online will allow Oregon Tech to meet the goal of providing educational access to underserved rural students in southern Oregon and rural students across the country.

This program is an applied degree that is in demand by students and employers. The online approach increases access to the degree and the practical approach using real world assignments enhances critical thinking.

c. Manner in which the proposed program contributes to Oregon University System goals for access; quality learning; knowledge creation and innovation; and economic and cultural support of Oregon and its communities.

As noted in section 2b above, trained high quality healthcare leaders/administrators are needed in hospitals and clinical settings in all communities and there is a known shortage in Oregon as well as across the country according to the Bureau of Labor Statistics. Expert seasoned faculty using creative and innovative teaching methods will provide for quality learning. Quality learning in the discipline of allied health leadership involves effective communication, building relationships, self-confidence, self-development, team leadership, change leadership, accountability, collaboration, organizational development, performance measurements, financial skills, innovative thinking and strategic orientation.

This degree will prepare a new generation of allied health professionals to be capable of functioning in a continuously changing healthcare setting. The program is designed to create graduates capable of managing and leading healthcare entities within a changing healthcare delivery system that is impacted by political and financial initiatives; and impacted by increased under-

standing of the interrelatedness of diseases that require inter-professional healthcare teams. The demand by students comes from those already enrolled in our degree completion programs and by graduates of Oregon Tech's current allied health programs. Healthcare employers also indicate the need for employees with these skills.

The proposed MSAH degree will contribute to OUS goals by increasing access for students through an online format. The online format not only offers advantages to students by increasing access to the degree, but faculty from both on-campus and from around the country can bring expertise to the program.

The degree is unique to Oregon and prepares graduates to function in a healthcare delivery system that is impacted by financial and political initiatives. Oregon is known as a leader in providing access to healthcare to its citizens, and for innovations that have a direct positive impact on the healthcare delivery system.

d. Manner in which the program meets broad statewide needs and enhances the state's capacity to respond effectively to social, economic, and environmental challenges and opportunities.

There is a continuing need for individuals trained at the master's level to provide services to all healthcare communities, hospitals and clinics. At the local level, there is a specific need for individuals with masters level training and expertise focused on healthcare leadership. The program curriculum is designed to provide the required coursework that will prepare students to work in all healthcare settings, including hospitals, and clinics.

"Although todays healthcare workforce is predominantly female, women continue to experience career advancement problems and remain significantly under-represented in CEO positions (NCHL survery)" A survey conducted by the National Center for Healthcare Leadership found that only 12% of CEOs are female. This MSAH program could effectively increase the role of women in healthcare executive positions and eliminate gender disparities in top executive positions.

Projections from the United States Department of Labor Employment of medical and health services managers is projected to grow 23 percent from 2012 to 2022, much faster than the average for all occupations. As the large baby-boom population ages and people remain active later in life, the healthcare industry as a whole will see an increase in the demand for medical services (US Department of Labor, 2012). In particular, it is noted that the number of job openings is expected to exceed the number of MSAH graduates.

According the Bureau of Labor Statistics the average salary for healthcare leaders is $88,580 per year, typically $42.59 per hour and the entry level education is a bachelor degree with advanced degrees being required by the employer. The number of jobs in 2012 was 315,500 and it is growing at a rate of 23%, which is much faster than the average growth.

Oregon has been declared by the state and the federal government to have high unmet healthcare needs especially in rural communities. The shortage and needs for healthcare leaders is very real in Oregon as it especially impacts rural health.

Using this method, 55 of the 104 rural service areas have unmet healthcare needs. East Klamath(32), Port Orford (34), Elgin(36), Cave Junction(37), Drain Yoncalla (37), Glendale(37), Powers(37), Swisshome / TriangleLake (37),and Yachats(37) all scored

below 40. In contrast, perpetual high scorer Hood River had an 80, with Ashland (75), Ontario (73),Newberg(73),and Hermiston (73)following behind.

In places such as Reedsport and Coquille/Myrtle Point, even the presence of a hospital does not keep the area from having unmet healthcare needs. Likewise, a place like Warm Springs always scores below the mean even though it has an abundance of primary care visits provided. These places still suffer from the negative health outcomes of high preventable hospitalizations, high mortality rates, and or above average low birth weight rates.

Although many of these regions have also been designated by the federal government as either medically underserved (MUA/MUPs) or Health Professions Shortage Areas(HPSAs),the intent of this exercise is not to replace or challenge the federal designations, but rather to complement them using more in-depth measures that are uniquely sensitive to rural health environment (p.18).

The curriculum specifically prepares graduates to respond effectively to these needs within Oregon and across the nation. Thus, our graduates will have specific expertise to address the concerns of the local communities and similar communities across the country.

3. Accreditation

   a. **Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.**

There is no specific programmatic accrediting body for a Master of Science in Allied Health. The proposed curriculum for the MSAH program has been developed according to guidelines established by the National Center for Healthcare Leadership. The curriculum also meets the guidelines established by the Healthcare Leadership Competency model (see Appendix A9).

   b. **Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.**

There is no programmatic accreditation for a MSAH program.

   c. **If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.**

There is no undergraduate degree offered at Oregon Tech specifically in Allied Health. Undergraduate medical imaging programs and degree completion programs are offered by Oregon Tech in the areas of dental hygiene respiratory therapy, polysomnography, EMT/Paramedic, clinical laboratory science, and medical imaging including modalities in radiologic science, vascular technology, diagnostic ultrasound, echocardiography and nuclear medicine. Each of these undergraduate programs already holds their own specific programmatic accreditation or is pursuing programmatic accreditation at this time. All of these graduates would be eligible to enroll in the MSAH program upon completing their bachelor's degrees.

d. **If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.**

There is no specific programmatic accrediting body for a Master of Science in Allied Health program.

4. Need

a. **Evidence of market demand.**

Need for Master of Science in Allied Health (MSAH) in Oregon

There is a shortage of health services managers and a 23% prediction of growth over the next 7 years according to the US Department of Labor (see section 2d). Oregon State has unmet healthcare needs and not enough healthcare professionals especially in rural areas. The results are high preventable hospitalizations, high mortality rates and or above average low birth weights. The need for better healthcare and more healthcare professionals for Oregon is real and this Master of Science in Allied Health program will begin to address this issue by training and providing much needed healthcare leadership training. In theory, the graduates of the MSAH program will team up with other healthcare experts to better address these concerns both locally and nationally.

Predicted Growth Needs Assessment Data

Projections from the United States Department of Labor Employment of medical and health services managers is projected to grow 23 percent from 2012 to 2022, much faster than the average for all occupations. As the large baby-boom population ages and people remain active later in life, the healthcare industry as a whole will see an increase in the demand for medical services (US Department of Labor, 2012). In particular, it is noted that the number of job openings is expected to exceed the number of MSAH graduates.

Current Student Survey including Alumni Needs Assessment Data

A consistent need has been established from students at Oregon Tech, Alumni and employers for a MSAH. A recent survey was sent to MIT current students, graduate students and employers in the Summer of 2014. 146 students and 73 employers responded to the OIT survey. The survey results indicate that the students are interested in the MSAH program and have the following characteristics.

- The average age is between 20 and 30 years old,
- 68% female,
- the majority of students have associate and bachelor degrees,
- 67% of the students have worked in the field less than 5 years,
- 89% stated they are working in the field in which they have their degree,
- 57% said they plan on going on to graduate school,
- 73% of those surveyed said they do have financial constraints for family obligations,
- 52% said their employers offer tuition assistance,
- 78% prefer to complete a master's degree completely online,
- 82% say they want to pursue a graduate degree on a part-time basis.

The students surveyed said they wanted degrees in their specialties and in education, administration and management.

In addition, 70% of students enrolled in the dental hygiene degree completion program indicate strong interest (rating of 4 or 5 on a 5 point scale) in enrolling in a masters degree program at Oregon Tech. The primary area of interest is in education.

Current Healthcare Employer Survey Needs Assessment Data

73 employers responded to the Oregon Tech Employer survey sent out Spring 2014 and 79% of them said they offer tuition assistance programs for their employees.
- 82% of the employers said that their facility would benefit from their employees achieving an advanced degree. The employers said they had a high need for bachelors and masters degrees for their employees.
- 63% of employers said that they believe having career advancement and/or enhanced salary compensation tied to graduate education would lead to greater retention of healthcare employees.

Focus Group Data

During the fall 2015 term, Dr. Janette Isaacson emailed current degree completion program students (approx. 100 students) in Vascular Technology and in the Echocardiography programs to gather information about their interest in having a MS degree offered. The response was supportive and positive with 21 returned emails from students asking for more information.

Letters of Support from the Healthcare Industry Leaders

Three leaders in the field of echocardiography and vascular technology (David Adams RDCS, Ann Marie Kupinski Ph.D, and Claudia Rumwell, RN) were sent this proposal and were asked for feedback including their opinion on how the MSAH program will be received in the field. These leaders were chosen based on their longevity in the field and expertise in training. All three responses were very positive, and all three healthcare leaders felt the MSAH program will be well received in the field and is very needed (letters appendix A8). Anne Marie Kupiinski stated, "I like the idea of an Allied Health Master's program. It seems that it would benefit a number of individuals in multiple fields. Most of the courses are useful no matter what the discipline." David Adams said, "I like this pathway much more than the Advanced Cardiac Sonographer it's broader so will open more doors for those wanting to go beyond their current career choices." Claudia Rumwell, RN believes, "I am very excited about what this degree will provide the student who acquires it. It gives that student who wants to better themselves beyond what they already have... more of an edge in moving up into management and/or teaching."

b. **If the program's location is shared with another similar OUS program, proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).**

Not applicable

c. **Manner in which the program would serve the need for improved educational attainment in the region and state.**

As noted above in section 2d, there is a local and national shortage of healthcare professionals and the projections for growth is great. The MSAH program will allow more healthcare experts to address the unmet healthcare needs in rural areas of Oregon and across the nation.

Student and employer survey responses indicated an interest in a graduate degree that would lead to advancement in their allied health field. The overwhelming majority of these students can only enroll in a program that is offered online and can be pursued on a part-time basis (remain employed while going to school). The Oregon Tech MSAH degree meets those needs.

Employer surveys indicated that most allied health employers (79% of those surveyed) offer tuition assistance (stated as 59% in 4a previously) and 82% of employers believe their facilities will benefit from employees who advance their degrees.

d. **Manner in which the program would address the civic and cultural demands of citizenship.**

The MSAH curriculum is designed to address current civic and cultural demands of citizenship. In section 2d we are shown the need for improved healthcare in Oregon. Core courses include legal and ethical issues; population health issues; financial initiatives and politics in health; and inter-professional healthcare teams. These and other courses are meant to reflect current issues in the healthcare system. An emphasis within the curriculum is to provide students with the skills necessary to think critically, and be able to assess and analyze research, concepts, and technology so as to effectively implement changes within their local healthcare system. These same skills will allow graduates to progress in their professional careers. The goal will be that students will learn to be able to tackle issues in the healthcare delivery system and impact the quality of patient care in Oregon and across the country.

Students who enroll in this online program are most likely place-bound and will continue to remain in their local communities. Because they are in touch with their local community they are better positioned to make positive impacts upon their community.

5. Outcomes and Quality Assessment

Masters of Allied Health Program Purpose:
The purpose of the program is to prepare students for advancement and additional career opportunities within their fields.

Program Educational Objectives
1. Prepare the allied health professional student with critical thinking abilities in order to assess and analyze, concepts, principles, research, clinical findings, and technologies; and evaluate outcomes in order to apply them to professional practice.
2. Prepare the allied health professional student to analyze, interpret, and respond to the major factors influencing healthcare delivery and healthcare policy.
3. Prepare the allied health professional student to apply basic administration/management skills.
4. Prepare the allied health professional student to function as educators, team players and/or leaders in academic, clinical, or community healthcare settings.

Student Learning Outcomes

The discipline of allied health leadership involves effective communication, relationship building, self-confidence, self-development, team leadership, change leadership, accountability, collaboration, organizational development, performance measurements, financial skills,

Graduates of the MSAH program will be able to demonstrate:
1. the ability to communicate effectively in oral, written and visual forms,
2. the ability to work effectively in teams,
3. the ability to provide basic administrative and management skills,
4. the ability to use professional judgment and discretion,
5. the ability to understand and demonstrate excellent scientific researching skills and scientific writing skills,
6. the ability to effectively implement healthcare financing strategies,
7. the ability to lead with knowledge and understanding of legal issues affecting healthcare,
8. the ability to lead with knowledge and understanding of healthcare ethics,
9. the ability to lead with an understanding and use of diverse cultural and humanistic traditions in the global society.
10. The ability to lead in team leadership, change leadership, accountability, collaboration, organizational development, performance measurements, innovative thinking and strategic orientation.

b.   Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

The program will use a three-year assessment cycle as outlined below:

MSAH Outcomes Assessment Schedule	2015-2016	2016-2017	2017-2018
1. The student will demonstrate the ability to communicate effectively in oral, written and visual forms.			X
2. The student will demonstrate the ability to work effectively in teams.		X	
3. The student will demonstrate an ability to provide basic administrative/management skills.	X		
4. The student will employ professional judgment and discretion.			X

5. The student will demonstrate knowledge and understanding of scientific research and writing.			X
6. The student will demonstrate knowledge and understanding of financial strategies.	X		
7. The student will demonstrate knowledge and understanding of legal issues.	X		
8. The student will demonstrate knowledge and understanding of allied health ethics.		X	
9. The student will demonstrate an understanding of diverse cultural and humanistic traditions in the global society.		X	
10.The ability to lead in team leadership, change leadership, accountability, collaboration, organizational development, performance measurements, innovative thinking and strategic orientation.			X

Table #1, MSAH Program Assessment Cycle

The Dean will meet annually with the Allied Health faculty and Program Director to review the results of learning outcomes; review student evaluations; review employer evaluations; and NWCCU accreditation requirements. An assessment report will be completed each year that will include assessment results and recommended improvements.

Both direct and indirect measures will be used during the assessment cycle.
Direct measures may include exams, project artifacts, artistic work products, capstone experiences, case studies, exams, juried performances, oral presentations, papers, and portfolios. In addition, the allied health faculty and the program director prior to commencement of the program in the fall of 2015 will determine specific direct measures. It is anticipated that several learning outcomes will be measured during the thesis/non-thesis option of the program.

Indirect measures may include alumni, employer, or student surveys, exit or focus group interviews, enrollment and retention data, and job placement data. These will all be used as a part of the assessment cycle.

c. Program Performance Indicator

Allied health professionals are already licensed in their respective fields. There is no new licensure required to use the MSAH degree. It is expected that graduates will be better positioned for advancement within their field.

The Career Services Office and Online Tech Online will work with the MSAH program faculty and Program Director to track students' career advancement as a result of this graduate degree. Student and employer surveys will also provide information regarding salaries and advancement within the field.

d. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

Current faculty and adjunct faculty members are hired with specific content expertise and real-life experience for each course in the MSAH program. Faculty will also be selected based upon their teaching experience and allied health expertise.

Faculty will be expected to have completed a significant program of study in the discipline they will teach and/or for which they will develop curricula, with substantial coursework at least one level above that of the courses being taught or developed. Faculty will typically hold the terminal degree determined by their respective discipline. Faculty will obtain continuing education and scholarly work to maintain their level of expertise in the subject area.

e. f. g. Accrediting Body

There is no professional accreditation for this degree. MSAH will be following the guidelines presented by the National Center for Healthcare Leadership.

6. Program Integration and Collaboration
a. Closely related programs in other OUS universities and Oregon private institutions.

There currently are no other MSAH programs in Oregon with the same mission and purpose as our program.

No other Master of Science in Allied Health (MSAH) programs is found in the OUS system.
The closest healthcare master's degree programs in the state of Oregon are the following:
- Master's Degree in Healthcare Management and Policy offered by Oregon State University.
- Master's Degree in Public Health and Management degree offered by the University of Oregon
- Joint Healthcare MBA offered by OHSU and Portland State in Healthcare Management

Listed below are other Oregon State Universities offering master's degrees in healthcare but none with an allied health focus.

Oregon State University Master's Degrees
(MPH, PhD)
Biostatistics
(MPH)
Environmental and Occupational Health
(MPH, PhD)
Epidemiology
(MPH)
Health Management and Policy
(MPH, PhD)
Health Promotion and Health Behavior
(MPH, PHD)
International Health (MPH)

University of Oregon
Public Health and Management master's degree.

OHSU and PSU
There is a program that offers a joint Healthcare MBA by OHSU and PSU, but it has a business focus rather than a general healthcare focus.

OHSU
OHSU has a Master of Science in Healthcare Management, Epidemiology and in Biostatistics.

b.   **Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.**

There are no other programs within the Oregon University System with the same emphasis as Oregon Tech's MSAH. The focus of this program is not in one area such as business, management, policy or finance. The MSAH degree is a generalist degree designed for career advancement for OIT graduates in the healthcare field as well as others who present with the appropriate background and degree. The MSAH is interested in patient populations, leadership and ethics in healthcare, as well as courses in epidemiology and biostatistics. While some of the course work is similar to other course offerings at Oregon Colleges and Universities, there are no identical degrees at the master's level and no areas of collaboration at this time.

c.   **If applicable, proposal should state why this program may not be collaborating with existing similar programs.**

Not applicable

d.   **Potential impacts on other programs in the areas of budget, enrollment, faculty work-load, and facilities use.**

There is no apparent impact of Oregon Tech's MSAH program on other programs in the state. The need for a MSAH degree is important to address healthcare delivery and implementation throughout Oregon. Oregonians need more healthcare leaders/professionals as the need and the demand are growing (see section 2d).

This is a master's degree that would attract students who would not otherwise enroll in courses at Oregon Tech because this is the only Master of Science in Allied Health. The MSAH degree will have no impact on regular, full-time faculty workload. In addition, it is spread across many departments the impact is lessened (faculty from many departments). Most online courses—and all of the MSAH courses —will be taught out-of-load via a contract through Oregon Tech Online. Therefore, even though faculty will likely be members of an Oregon Tech academic department, their on-campus, full-time workload will not be impacted. Additionally, there is no cost to the university because even with one student enrolled in the program, Oregon Tech will still net revenue after paying the faculty member, as the compensation model for online education is to pay faculty $60 per credit, per student. Students will pay $300 per credit. Oregon Tech pays only 5% OPE, so the net revenue will be $225 per student credit hour. In short, there is no financial or full-time workload impact to start this program.

7. **Financial Sustainability** (attach the completed *Budget Outline*)

   a.   **Business plan for the program that anticipates and provides for its long-term financial viability, addressing anticipated sources of funds, the ability to recruit and retain faculty, and plans for assuring adequate library support over the long term.**

The budget for the MSAH is based on enrollments and comes out of Oregon Tech Online's self-support model. Oregon Tech Online will budget $5000 per year for each program with active enrollments to be used towards marketing expenses. Oregon Tech Online will budget $3000 for the first-year library resources expenses. Otherwise, the only other expense is faculty compensation, which is based on enrollment and credit hours. If there is no enrollment, there will be no compensation. At most, the overall expense will be the marketing investment.

Faculty will teach online courses outside of their regular workload and will receive additional pay. The faculty member's compensation is calculated using the following formula:

$60 x (course credit hours) x (number of students enrolled)
Example: $60 X 3= $180 X 20 students = $3600

On the Monday following the official add-drop period for the term (first two weeks), Oregon Tech Online will calculate the faculty pay for each course and submit a notice of pay to the Provost for signature. After this first and final calculation, there will be no adjustments for student registration changes.

The compensation for faculty described in this section is the total of all pay related to each course.

Additionally, Oregon Tech Online pays 5% OPE for each faculty member's compensation. There are no other expenses associated with offering this program online. Budget Outline is attached in Appendix A5 and projected income can be found in Appendix A6 .

b. Plans for development and maintenance of unique resources (buildings, laboratories, technology) necessary to offer a quality program in this field.

The MSAH program courses are taught online with the exception of two respiratory therapy courses, which are taught in the summer on the Klamath Falls campus using existing equipment. There are no other unique resources required for the MSAH program.

c. Targeted student/faculty ratio (student FTE divided by faculty FTE).

Student to Faculty ratio will be 12:1.
First year Fall 2015 headcount of 10: student FTE is 3.62; and faculty FTE is 0.30.

By Fall of 2019 headcount of 80 (40 first year and 40 second year): student FTE is 28.94; and faculty FTE is 2.41.

The initial multiplier for student FTE is 0.361702, This is the number that the fall student numbers are multiplied by.

d. Resources to be devoted to student recruitment.

Most of the students anticipated to participate in Oregon Tech's MSAH program are graduates of the Medical Imaging Programs. In addition to recruiting from the OIT graduate pool, a marketing budget of $5000 a year will be utilized to do additional outside recruitment.

External Review (if the proposed program is a graduate level program, follow the guidelines provided in *External Review of new Graduate Level Academic Programs* in addition to completing all of the above information)

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Appendix A
A1 Annual Planning Schedule
A2 Course Descriptions
A3 Thesis Process
A4 Library Review
A5 Budget
A6 Projected Income
A7 Curriculum Vitae
A8 Letters from Leaders
A9 National Center for Healthcare Leadership Competency Model
A10 Graduate Course Forms

APPENDIX A 1 ANNUAL PLANNING SCHEDULE COURSE SCHEDULE PART TIME FOR MSAH

ANNUAL PLANNING SCHEDULE COURSE DESCRIPTIONS			F	W	Sp	Sum
ALH	505	Information Technology in Allied Health Sciences	X			
ALH	515	Scientific Writing and Medical Literature	X	X		
ALH	525	Interdisciplinary Healthcare Teams	X		X	
ALH	535	Assessment, Planning and Evaluation		X	X	
ALH	545	Legal and Ethical Issues in Allied Health			X	X
ALH	555	Leadership Theory for Healthcare Delivery				X
ALH	565	Population Health Issues for Allied Health Professionals	X			
ALH	575	Methods of Research in Allied Health		X	X	
ALH	585	Strategic/Financial Initiatives and Politics for Allied Health	X	X		
ALH	510	Science for Healthcare Professionals		X		X
ALH	595	Allied Health Curriculum Design		X	X	
Guided Electives in Allied Health						
ALH	506	Program Administration		X		X
STAT	505	Biostatistics I	X		X	
STAT	515	Epidemiology I		X	X	
WRI	510	Grant Proposal Writing			X	X
Guided Electives in Dental Hygiene						
ALH	508	Medical Education Theories and Methods	X			X
STAT	505	Biostatistics I	X		X	
ALH	526	Program Administration		X	X	
WRI	510	Grant Proposal Writing			X	X
Guided Electives in Respiratory Therapy						
AHED	450	Medical Education Theories and Methods	X	X		
RCP	561	Individual Development Plan			X	
RCP	565	Clinical Preceptorship				X
RCP	575	Accreditation Practicum				X
Thesis or Non Thesis Option						
ALH	509	Advanced Practice Seminar			X	X
ALH	599	Thesis			X	X

Allied Health Track
One Class at a time online

Year One
Fall   ALH   505   Information Technology in Allied Health Sciences
Winter   ALH   515   Scientific Writing and Medical Literature
Spring   ALH   575   Methods of Research in Allied Health
Summer   ALH   510   Science Healthcare Professionals

Year Two
Fall   ALH   525   Interdisciplinary Healthcare Teams
Winter   ALH   535   Assessment, Planning and Evaluation
Spring   ALH   545   Legal and Ethical Issues in Allied Health
Summer   ALH   555   Leadership Theory for Healthcare Delivery

Year Three
Fall   ALH   565   Population Health Issues for Allied Health Professionals
Winter   ALH   585   Strategic/Financial Initiatives and Politics for Allied Health
Spring   ALH   595   Allied Health Curriculum Design
Summer   ALH   506   Program Administration

Year Four
Fall   STAT   505   Biostatistics I
Winter   STAT   515   Epidemiology I
Spring   WRI   510   Grant Proposal Writing
Summer   Thesis or Non Thesis Option
        ALH   509   Advanced Practice Seminar
        ALH   599   Thesis

Allied Health Track
Two classes at a time online

Year One
Fall   ALH   505   Information Technology in Allied Health Sciences
Fall   ALH   515   Scientific Writing and Medical Literature
Winter   ALH   575   Methods of Research in Allied Health
Winter   ALH   510   Science Healthcare Professionals
Spring   ALH   525   Interdisciplinary Healthcare Teams
Spring   ALH   535   Assessment, Planning and Evaluation
Summer   ALH   545   Legal and Ethical Issues in Allied Health
Summer   ALH   555   Leadership Theory for Healthcare Delivery

Year Two
Fall   ALH   565   Population Health Issues for Allied Health Professionals
Fall   ALH   585   Strategic/Financial Initiatives and Politics for Allied Health
Winter   ALH   595   Allied Health Curriculum Design
Winter   ALH   506   Program Administration
Spring   STAT   505   Biostatistics I
Spring   STAT   515   Epidemiology I
Summer   WRI   510   Grant Proposal Writing
Summer   Thesis or Non Thesis Option
        ALH   509   Advanced Practice Seminar
        ALH   599   Thesis

Dental Hygiene Track
One Class at a time online

Year One
Fall	ALH	505	Information Technology in Allied Health Sciences
Winter	ALH	515	Scientific Writing and Medical Literature
Spring	ALH	575	Methods of Research in Allied Health
Summer	ALH	510	Science Healthcare Professionals

Year Two
Fall	ALH	525	Interdisciplinary Healthcare Teams
Winter	ALH	535	Assessment, Planning and Evaluation
Spring	ALH	545	Legal and Ethical Issues in Allied Health
Summer	ALH	555	Leadership Theory for Healthcare Delivery

Year Three
Fall	ALH	565	Population Health Issues for Allied Health Professionals
Winter	ALH	585	Strategic/Financial Initiatives and Politics for Allied Health
Spring	ALH	595	Allied Health Curriculum Design
Summer	ALH	508	Medical Education Theories and Methods

Year Four
Fall	STAT	505	Biostatistics I
Winter	ALH	526	Program Administration
Spring	WRI	510	Grant Proposal Writing
Summer T		Thesis or Non Thesis Option	
	ALH	509	Advanced Practice Seminar
	ALH	599	Thesis

Dental Hygiene Track
Two classes at a time online

Year One
Fall	ALH	505	Information Technology in Allied Health Sciences
Fall	ALH	515	Scientific Writing and Medical Literature
Winter	ALH	575	Methods of Research in Allied Health
Winter	ALH	510	Science Healthcare Professionals
Spring	ALH	525	Interdisciplinary Healthcare Teams
Spring	ALH	535	Assessment, Planning and Evaluation
Summer	ALH	545	Legal and Ethical Issues in Allied Health
Summer	ALH	555	Leadership Theory for Healthcare Delivery

Year Two
Fall	ALH	565	Population Health Issues for Allied Health Professionals
Fall	ALH	585	Strategic/Financial Initiatives and Politics for Allied Health
Winter	ALH	595	Allied Health Curriculum Design
Winter	ALH	508	Medical Education Theories and Methods
Spring	STAT	505	Biostatistics I
Spring	ALH	526	Program Administration
Summer	WRI	510	Grant Proposal Writing
Summer		Thesis or Non Thesis Option	
	ALH	509	Advanced Practice Seminar
	ALH	599	Thesis

Respiratory Care Track
One Class at a time online

Year One
Fall   ALH   505   Information Technology in Allied Health Sciences
Winter   ALH   515   Scientific Writing and Medical Literature
Spring   ALH   575   Methods of Research in Allied Health
Summer   ALH   510   Science Healthcare Professionals

Year Two
Fall   ALH   525   Interdisciplinary Healthcare Teams
Winter   ALH   535   Assessment, Planning and Evaluation
Spring   ALH   545   Legal and Ethical Issues in Allied Health
Summer   ALH   555   Leadership Theory for Healthcare Delivery

Year Three
Fall   ALH   565   Population Health Issues for Allied Health Professionals
Winter   ALH   585   Strategic/Financial Initiatives and Politics for Allied Health
Spring   RCP   561   Individual Development Plan
Summer   RCP   505   Clinical Preceptorship

Year Four
Fall   ALH   508   Medical Education Theories and Methods
Winter   ALH   595   Allied Health Curriculum Design
Spring   Thesis or Non Thesis Option
         ALH   509   Advanced Practice Seminar
         ALH   599   Thesis
Summer   RCP   515   Accreditation Practicum

Respiratory Care Track
Two classes at a time online

Year One
Fall   ALH   505   Information Technology in Allied Health Sciences
Fall   ALH   515   Scientific Writing and Medical Literature
Winter   ALH   575   Methods of Research in Allied Health
Winter   ALH   510   Science Healthcare Professionals
Spring   ALH   525   Interdisciplinary Healthcare Teams
Spring   ALH   535   Assessment, Planning and Evaluation
Summer   ALH   545   Legal and Ethical Issues in Allied Health
Summer   ALH   555   Leadership Theory for Healthcare Delivery

Year Two
Fall   ALH   565   Population Health Issues for Allied Health Professionals
Fall   ALH   585   Strategic/Financial Initiatives and Politics for Allied Health
Winter   ALH   595   Allied Health Curriculum Design
Winter   ALH   508   Medical Education Theories and Methods
Spring   RCP   561   Individual Development Plan
Spring   Thesis or Non Thesis Option
         ALH   509   Advanced Practice Seminar
         ALH   599   Thesis
Summer   RCP   515   Accreditation Practicum
Summer   RCP   505   Clinical Preceptorship

APPENDIX A2
COURSE DESCRIPTIONS
Course Descriptions

ALH 505, Information Technology in Allied Health Sciences (1-0-1)

Prerequisite: Admissions to the MSAH program.

Course Description:

Uses of information technology (IT) in order to conduct library research; use all the functions of Black Board; prepare multimedia presentations; and to increase awareness of how IT is used in health care.

ALH 515, Scientific Writing and Medical Literature (3-0-3)

Prerequisite: Admissions to the MSAH program.

Course Description:
Introduction to theory and methods of research in health care, and interpretation of medical research.

ALH 525, Interdisciplinary Health Care Teams (3-0-3)

Prerequisite:

Course Description:
Types of health care teams; attributes of effective teams and how to effectively lead teams will be explored. Students will demonstrate leadership skills in a mock health care team.

ALH 535, Assessment, Planning, and Evaluation (3-0-3)

Prerequisite: Admissions to the MSAH program.

Course Description:
Assessment, planning and evaluation as it relates to the allied health professional in a leadership role. Students assess health care needs within their community, propose an interventional program, and design an evaluation plan.

ALH 545, Legal and Ethical Issues in Allied Health (3-0-3)

Prerequisite: Admissions into the MSAH program.

Course Description:
Ethical problems and legal issues in health care. Corporate liability, malpractice, informed consent, and governmental regulation of health personnel and facilities.

ALH 555, Leadership for Health Care Delivery (3-0-3)

Prerequisite: Admissions to MSAH program.

Course Description:

The course includes leadership theory and practice. Topics include leadership and communication styles, sources of power and influence. Individual group, organizational and team leadership will be discussed as they relate to health care.

ALH 565, Population Health Issues for the Allied Health Professional (3-0-3)

Prerequisite: ALH 515 and Admissions to MSAH program.

Course Description:
Roles and responsibilities of the health care professional in relation to population health needs.

ALH 575, Methods of Research in Allied Health (3-0-3)

Prerequisite: ALH 515 and admissions to the MSAH program.

Course Description:
Qualitative and quantitative research; data collection, analysis, and interpretation leading to a research prospectus.

ALH 585, Strategic and Financial Initiatives and Politics for Allied Health (3-0-3)

Prerequisite: Admissions to MSAH program.

Course Description:
U.S. health care policy and public funding of health care; payment mechanisms and changing models of health care; need for, demand and supply of health care services.

ALH 510, Science for Health Care Professionals (3-0-3)

Prerequisites: CHE 101; ALH 515 and admission to the MSAH program.

Course Description:
Reading and conference course for health professionals to explore the scientific basis of their clinical profession. Emphasis on the molecular basis of diabetes and atherosclerosis. Other topics according to individual interest.

ALH 595, Allied Health Curriculum Design (3, 0, 3)

Prerequisite: Acceptance into the MSAH Program.

Course Description:
Design, development and management of allied health curriculum with consideration to accreditation standards.

ALH 506, Program Administration (3,0,3)

Prerequisite: Admissions to MSAH program.

Course Description:
The roles, responsibilities and function of administrators in health care and educational environments.

AHE 508 - Medical Education Theories and Methods (3, 0,3)

Prerequisite: Acceptance into the MSAH Program.

Course Description:
Instructional methods for allied health educators. Emphasis on lesson plan design to meet learning style needs of adult learners. Learning objectives, active teaching strategies, traditional and non-traditional assessment, and evaluation are addressed for teaching in an on-campus or online environment.

ALH 509 - Advanced Practice Seminar in ALHE (6,0,6)

Prerequisite: Acceptance into the MSAH Program.

Course Description:
The advanced practice seminar option (capstone project) is designed as a culminating clinical experience and provides an alternative to the thesis option. The student st present an advanced practice plan and identify a preceptor (if applicable) prior to beginning the project to his/her great community. Upon completion of the experience, the student will provide a written evaluation of the project. The student will also perform an oral defense to his/her committee.

ALH 526 - Program Administration   (3,0,3)

Prerequisite: Acceptance into the MSAH Program.

Course Description:
This course examines the function of department-level administrators in health care and academic environments. Topics include a discussion on the roles and responsibilities, recruitment, retention, productivity, staff development, and strategic planning for administrators. Case studies will be incorporated into class discussion when appropriate.

ALH 599 - Thesis (6,0,6) credits)

Prerequisite: Acceptance into the MSAH Program.

Course Description:
The thesis topic will be selected by the candidate with the advice and approval of the thesis by the program director. The student must prepare a prospectus describing the research problem, its full limits, and the research methods. After the thesis topic has been researched and written, and approved by the advisory committee members, the oral defense must be scheduled through the Allied Health program.

DH 505 - Dental Hygiene Career Practicum   (3,0,3)

Prerequisite: Acceptance into the MSAH Program.

Course Description:
Student designed practicum experience that is approved by department. Practicum can be in the area of teaching, public health, administration/management, or inter-professional experience.

RCP 505 Clinical Preceptorship   (3,0,3)

Prerequisite: Acceptance into the MSAH Program.

Course Description:
Clinical practice beyond that of an advanced graduate as described in the OIT approved IDP. Areas for development of advanced clinical practice include the intensive care units, pulmonary rehabilitation, research, home care, education and management. Course completion is required for the fulfillment of the IDP.
Prerequisite: RCP 561 Individual Development Plan

RCP 515 - Accreditation Practicum   (3,0,3)

Prerequisite: Acceptance into the MSAH Program.

Course Description:
Respiratory Care leaders are proactive in the validation of their programs through accreditation. This practicum provides the emerging leader with a practical familiarity with program data collection and the assessment of that data in comparison to accreditation standards. Methods of improving the outcomes of individual programs are studied. Course completion requires fulfillment of IDP.
Prerequisite: RCP 561 Individual Development Plan

RCP 561 - Individual Development Plan (3,0,3)

Prerequisite: Acceptance into the MSAH Program.

Course Description:
Collaboration, negotiation and the development of priorities for program planning. Systematic planning required for the development and documentation of four professional competencies.
Prerequisites: State license, current respiratory care employment and the National Board for Respiratory Care (RRT) credential.

STAT 505 - Biostatistics I (3,0,3)
Prerequisite: Acceptance into the MSAH Program.

Course Description:

This course focuses on the introduction of statistics and application of statistical methods to data most often seen by medical practitioners and researchers. This course provides an introduction to the collection and analysis of public health and health care data. Elements of statistical inference, probability distributions, sampling, confidence intervals, and estimation of means and rates are reviewed with emphasis on application and critical interpretation of the results.

STAT 515 - Epidemiology I (3,0,3)
Prerequisite: Acceptance into the MSAH Program.

Course Description:

This course will serve as an introduction to the basic principles of epidemiology and the measures used in epidemiology, epidemiologic study design and analysis, and other topics that are important to an introductory understanding of epidemiology.

WRI 410/510 - Grant Proposal Writing (3,0,3)
Prerequisite: Acceptance into the MSAH Program.

Course Description:

This Provides theory and skills in proposal writing for seeking funding from public and private agencies and for preparing proposals in business and industrial settings. Focuses on the process of preparing proposals, including analyzing audiences, conducting research, organizing, writing, and editing.

APPENDIX A 3

Advanced Practice Seminar and Thesis Each student is required to complete six (6) credit hours of advanced practice seminar (capstone project) or thesis.

The advanced practice seminar option (capstone project) is designed as a culminating clinical experience and provides an alternative to the thesis option. The student must present an advance practice plan and identify a preceptor (if applicable) prior to beginning the project to his/ her graduate committee. Upon completion of the experience, the student will provide a written evaluation of the project. The student will also perform an oral defense to his/her committee.

The thesis represents a high standard of scholarly inquiry, methodology, techniques, statistics, and literature review. Upon completion of the research and written thesis, the student will present an oral defense to his/her committee. Oral defense of both the advanced practice seminar and the thesis will be scheduled adhering to the dates set forth by the Allied Health Program.

Thesis Process

The thesis topic will be selected by the candidate with the advice and approval of the thesis by the program director. The student must prepare a prospectus describing the research problem, its full limits, and the research methods. A copy of the prospectus will be given to each member of the student's committee. Changes in the prospectus may be made at the committee's discretion, with the consent of the student. After the thesis topic has been researched and written, and approved by the advisory committee members, the oral defense must be scheduled through the Allied Health program. Copies of the thesis will be distributed to committee members at least two (2) weeks prior to the oral defense. Following successful completion of the defense, the student must prepare the thesis in final form, have it reviewed by the chair of the advisory committee and advisor. Submission of the Thesis—Students must submit theses in the format prescribed at the time of submission.

Oral Defense

Each student will complete an oral defense of either the capstone project or thesis. The date, time, and place of the oral defense will be determined by the student and graduate committee chair. The final thesis defense will be attended by no fewer than 3 members of the student's graduate committee and will be open to all faculty and invited quests. The student works with his/her committee chair to establish a date, time, and place. Students have the option of a virtual defense or in-person defense. The graduate committee must receive the final copy of the thesis or advanced practice seminar paper two weeks prior to the scheduled final defense. Students who do not meet the two-week deadline must reschedule their oral defense and may have to register for Readings and Research the next quarter and be responsible for applicable fees.

Graduate Faculty Representation at Thesis Defenses - The defense of the thesis is a formal gathering at which the master's candidate presents and defends the thesis to members of the university community. The defense is a capstone event in the development of graduate students as scholars, professionals, or future teachers and must entail open and fair exchange of scholarly views. A member of the Oregon Tech faculty from outside the candidate's committee and department must be present at the defense to monitor the process.

APPENDIX A 4

The following sections provide a summary of the library's allied health related holdings and their associated costs.

Overview of the Oregon Tech Library's Holdings:

The Oregon Tech libraries' holdings in the broad subject categories of general health sciences and allied health include print and electronic resources. In recent years, the library has pursued a preference for electronic formats over print to provide expanded access to students at all Oregon Tech locations.

Collection comparison and core lists are available for some medical fields not all. Library holdings in related disciplines also support the allied health curricula.

Books and Journals

The library has 16, 523 print monographs in the Library of Congress classification areas for medicine (general), medicine public aspects, pathology, internal medicine, surgery, gynecology and obstetrics, dentistry, pediatrics, pharmacology, mathematics, physics, chemistry, biology, anatomy, physiology, microbiology, and economics including human population, radiology equipment industry and management. Allied Health personnel are classified as a small subset of Medical General and Other personnel (R697.A4). The library has 894 print monographs in the broad subject category of public aspects of medicine (RA-RA1270) which includes public health, personal health & wellness, hospitals, state medical care plans, forensic dentistry, dental-special types of care, dental materials and toxicology. In dentistry there are 531 print monographs. Of the book holdings described above, an average of 15% of the titles were published since the year 2000. Dentistry and chemistry (each) have over 50% published since 2000. Many academic medical libraries are migrating to electronic format. Some of these print titles that are core may still only be available in print and should be updated to current editions. An estimate of needed print or electronic purchases to bring library materials to an accepted level for this program is $3,000.00. Of the 418 eBooks for allied health over 50% are published in the last 5 years.

The library has 36 print journal title holdings related to dental, radiology, biology (excluding natural sciences), health sciences, chemistry and physics. "Appendix A" shows titles held by the OIT Library in print or electronic format. Please refer to appendix A4 - titles held by the Oregon Tech Library in print or electronic format.

Electronic Resources

In addition to physical materials, the OIT Library subscribes to a number of health science-related electronic databases. Some of these databases provide electronic access to aggregated citations and full text articles from medical journals, while others provide electronic access to books or data. The library purchases electronic access to other journal packages directly from publishers. These electronic resources provide access to many publications the library does not

own in print. Below is a list of many of the databases the library has available to allied health students and faculty.

Journal databases

- Medline
- CINAHL with Full Text
- Cochrane Library
- Sage Full Text Collection - premier
- Health Reference Center Academic (Gale)
- Academic Search Premier (Ebsco)

Other databases for interdisciplinary research

- Scientific and medical art image resource – Smart Imagebase (SMART)

Publisher Packages

- Springer
- Wiley

Consortial Collection

OIT students, staff and faculty have no cost, rapid access to materials at 37 academic libraries in Oregon Washington, and Idaho through the library's membership in the Orbis Cascade Alliance. Alliance libraries are unable to share access to their individual electronic resources due to licensing and other restrictions. However the consortium leverages its buying power to provide each library with individual access to electronic resources far in excess of what each library could acquire on its own.

OIT Library Expenditures in Support of the Current Allied Health Program Curriculum:

Determining exact annual funding amounts spent to support Allied Health programs is not possible at this time, but an approximation has been attempted. Electronic resources monograph, serials, databases, publisher packages, print monographs and serials FY 2012/13 expenditures: $70, 828.47. Since this review was begun in spring of 2014, figures used are end of fiscal year 2013. Graduate students typically use desktop delivery of interlibrary loan articles, this cost needs to be considered in the recommendations for library support.

"Financial Summary" section of January 7, 2015 Library Budget Review to support an Allied Health Masters' Degree:

Financial Summary Recommendations for Library Support of Masters in Allied Health:
  A. To bring print and electronic library materials to an acceptable level for this program will require an estimated initial funds of $3000.00.
  B. Additional annual funds needed to keep the journal collection current within the library material budget are $6950.00 (2013/2014) for allied health expenditures. An accepted

10% journal increase should be added annually to cover yearly serials cost inflation. This helps to avoid cuts in journal subscriptions.

C. General suggestions to begin upgrading the collection with core resources include:
- Add subscriptions to the journal titles in Appendix A*:
- eBook titles in subject areas of graduate level in health management, health economics, health services research applied methods, qualitative research*
- Possible clinical online reference tools, if appropriate*:
  - DynaMed (2500.00) updated daily
  - Up to Date (has not been priced) updated daily (An undergraduate student requested this reference tool in the past.)

*Additional cost would need to be added to $3000.00 (A.)

Master Allied Health Program needed funds not available in annual Library Budget:
The "A." suggested beginning funds of $3000.00 for library materials (includes the possible needed items described in "C." – new journal titles, eBook titles, online reference tools, etc.) are not covered by the flat library budget.
If there needs to be additions for new journal titles, the allied health program would need to furnish these funds.

It needs to be understood that the "B." category above is explaining the increase that happens annually from journal subscriptions. In the past in order to maintain those considered core to supporting the undergraduate programs and used by our students, it has become necessary to remove titles. So every few years the librarians do remove titles unless the accepted 10% annual increase comes from somewhere to help the University Libraries shrinking budget not to cause cancellation of journal titles.

APPENDIX A5

Budget Outline Form
Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon Institute of Technology

Program: Masters in Allied Health

Academic Year: 2015-2016

Indicate the year: x___ First ___ Second
___ Third ___ Fourth

Prepare one page each of the first four years

	Column A From Current Budgetary Unit	Column B Institutional Reallo-cation from Other Budgetary Unit	Column C From Special State Appropriation Re-quest	Column D From Federal Funds and Other Grants	Column E From Fees, Sales and Other Income	Column F LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	0 Costs $13,200 (paid out of tuition revenue self support)					0
Graduate Assistants (Include FTE)	n/a					
Support Staff (Include FTE)	n/a					
Fellowships/Scholarships	n/a					
OPE	0 costs $660 (paid out of tuition revenue self support)					0
Nonrecurring	n/a					
Personnel Subtotal	0 costs $13,680 (paid out of tuition revenue self support)					0
Other Resources						
Library/Printed	n/a					
Library/Electronic	0 costs $3000 (paid out Oregon Tech online budget)					
Supplies and Services	n/a					

Equipment	n/a				
Other Expenses	n/a				
Other Resources Subtotal	n/a				
Physical Facilities					
Construction	n/a				
Major Renovation	n/a				
Other Expenses (marketing)	0 costs $5000 (paid out Oregon Tech online budget)				0
Physical Facilities Subtotal	n/a				
GRAND TOTAL	0 costs $16,680 (paid out of tuition revenue self support				0

Budget Outline Form
Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon Institute of Technology

Program: Masters in Allied Health

Academic Year: 2016-2017

Indicate the year: _____ First x_____ Second
_____ Third _____ Fourth

Prepare one page each of the first four years

	Column A From Current Budgetary Unit	Column B Institutional Reallocation from Other Budgetary Unit	Column C From Special State Appropriation Request	Column D From Federal Funds and Other Grants	Column E From Fees, Sales and Other Income	Column F LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	0 Costs $42,600 (paid out of tuition revenue self support)					0
Graduate Assistants (Include FTE)	n/a					
Support Staff (Include FTE)	n/a					
Fellowships/Scholarships	n/a					
OPE	0 costs $2130 (paid out of tuition revenue self support)					0
Nonrecurring	n/a					
Personnel Subtotal	0 costs $44,730 (paid out of tuition revenue self support)					0
Other Resources						
Library/Printed	n/a					
Library/Electronic	0					
Supplies and Services	n/a					
Equipment	n/a					
Other Expenses	n/a					
Other Resources Subtotal	n/a					
Physical Facilities						
Construction	n/a					
Major Renovation	n/a					

Other Expenses (Marketing)	0 Costs					
Physical Facilities Subtotal	n.a					
GRAND TOTAL	0 costs $44,730 (paid out of tuition revenue self support)					0

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Budget Outline Form
Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon Institute of Technology

Program: Masters in Allied Health

Academic Year: 2017-2018

Indicate the year: _____ First _____ Second
x_____ Third _____ Fourth

Prepare one page each of the first four years

	Column A From Current Budgetary Unit	Column B Institutional Reallo-cation from Other Budgetary Unit	Column C From Special State Appropriation Request	Column D From Federal Funds and Other Grants	Column E From Fees, Sales and Other Income	Column F LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	0 Costs $68,400 (paid out of tuition revenue self support)					0
Graduate Assistants (Include FTE)	n/a					
Support Staff (Include FTE)	n/a					
Fellowships/Scholarships	n/a					
OPE	0 Costs $3,420 (paid out of tuition revenue self support)					0
Nonrecurring	n/a					
Personnel Subtotal	0 Costs $71,820 (paid out of tuition revenue self support)					0
Other Resources						
Library/Printed	n/a					
Library/Electronic	0					
Supplies and Services	n/a					
Equipment	n/a					
Other Expenses	n/a					
Other Resources Subtotal	n/a					

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Physical Facilities						
Construction	n/a					
Major Renovation	n/a					
Other Expenses (Marketing)	0 costs					
Physical Facilities Subtotal	0 cists					
GRAND TOTAL	0 Costs $71,820 (paid out of tuition revenue self support)					0

Budget Outline Form
Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon Institute of Technology

Program: Masters in Allied Health

Academic Year: 2018-2019

Indicate the year: _____ First _____ Second _____ Third x____ Fourth

Prepare one page each of the first four years

	Column A From Current Budgetary Unit	Column B Institutional Reallo-cation from Other Budgetary Unit	Column C From Special State Appropriation Request	Column D From Federal Funds and Other Grants	Column E From Fees, Sales and Other Income	Column F LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	0 Costs $99,400 (paid out of tuition revenue self support)					0
Graduate Assistants (Include FTE)	n/a					
Support Staff (Include FTE)	n/a					
Fellowships/Scholarships	n/a					
OPE	0 Costs $4970 (paid out of tuition revenue self support)					0
Nonrecurring	n/a					
Personnel Subtotal	0 Costs $104,370 (paid out of tuition revenue self support)					0
Other Resources						
Library/Printed	n/a					
Library/Electronic	0					
Supplies and Services	n/a					
Equipment	n/a					
Other Expenses	n/a					
Other Resources Subtotal	n/a					

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Physical Facilities						
Construction	n/a					
Major Renovation	n/a					
Other Expenses (Marketing)	0 Costs					
Physical Facilities Subtotal	n/a					
GRAND TOTAL	0 Costs $104,370 (paid out of tuition revenue self support)					0

APPENDIX A6 MSAH 5-YEAR BUSINESS PLAN

Fall	Winter	Spring	Summer	Totals	
2 classes	2 classes	2 classes	2 classes		
10	10	10	10		
4	6	6	6		
$2,400	$3,600	$3,600	$3,600	$13,200	Year 1 Net Revenue
$12,600	$18,600	$18,600	$18,600	$68,400	$55,200
10	10	10	10		
6	6	6	9		
$3,600	$3,600	$3,600	$5,400	$16,200	
$18,600	$18,600	$18,600	$27,600	$83,400	
20	20	20	20		
4	6	6	6		
$4,800	$7,200	$7,200	$7,200	$26,400	
$25,200	$37,200	$37,200	$37,200	$136,800	Year 2 Net Revenue
					$177,600

20	20	20	20		
6	6	6	9		
$7,200	$7,200	$7,200	$10,800	$32,400	
$37,200	$37,200	$37,200	$55,200	$166,800	
30	30	30	30		
4	6	6	6		Year 3 Net Revenue
$7,200	$10,800	$10,800	$10,800	$39,600	
$37,800	$55,800	$55,800	$55,800	$205,200	$300,000
30	30	30	30		
6	6	6	9		
$10,800	$10,800	$10,800	$16,200	$48,600	
$55,800	$55,800	$55,800	$82,800	$250,200	
40	40	40	40		
4	6	6	6		Year 4 Net Revenue
$9,600	$14,400	$14,400	$14,400	$52,800	

$50,400	$74,400	$74,400	$74,400	$273,600		$422,400
40	40	40	40			
6	6	6	9			
$14,400	$14,400	$14,400	$21,600	$64,800		
$74,400	$74,400	$74,400	$110,400	$333,600		
40	40	40	40			
4	6	6	6			Year 5 Net Revenue
$9,600	$14,400	$14,400	$14,400	$52,800		
$50,400	$74,400	$74,400	$74,400	$273,600		$489,600

APPENDIX A 7

Curriculum Vitaes

James Leland Hulse

Department of Respiratory Care and Sleep Health
Oregon Institute of Technology
Klamath Falls, OR 97601
(541) 885-1557
James.hulse@oit.edu

Academic Rank and Title   Assistant Professor and Department Chair

Year of OIT Employment   2004 (10 years)

ACADEMIC DEGREES

Ph.D., Leadership, Andrew's University, July 2009
M.P.H., Public Health, Health Services, Loma Linda University, 1983
B.S., Public Health, Loma Linda University, 1981
A.S, Respiratory Therapy, Loma Linda University, 1980

PROFESSIONAL LICENSES AND CERTIFICATES

Registered Respiratory Therapist, Number 13663	11/21/81
Certified Respiratory Therapy Technician	03/12/83
Certified Pulmonary Function Technologist	12/01/84
Registered Pulmonary Function Technologist	12/01/90
Perinatal/Pediatric Respiratory Care Specialist	03/09/91
Respiratory Therapist Licensing Board 0922000032 expires	06/30/15
Recredentialed RRT	07/06/09
Basic Life Support, AHA	01/21/13
Basic Life Support Instructor, AHA OR20492, 09140273093	09/04/14
Neonatal Resuscitation Program Provider, AAP	01/17/15
Neonatal Resuscitation Program Instructor, AAP	10/29/14
Helping Babies Breathe Master Trainer, AAP	05/10/13
Advanced Life Support in Obstetrics (ALSO), AAFP	10/15/13
Helping Mothers Survive Master Trainer, Jhpiego	11/13/14
Advanced Cardiovascular Life Support (ACLS), AHA	01/20/14
Heartcode PALS (only Part I) SCI5A3C6D50DF75	06/06/14

AWARDS AND HONORS

2011   Oregon Change Agent in the field of education, John A. Kitzhaber
2011   Faculty Alumni Engagement Award, Oregon Institute of Technology
2007   Golden Stethoscope Award from the Oregon Society for Respiratory Care
for outstanding contribution and leadership in service to the State and the respiratory care
profession

PROFESSIONAL POSITIONS
Academic Experience

September 2013-Present – Chair and Assistant Professor, Respiratory Care and Sleep Health, Oregon Institute of Technology
September 2013-Present – Director, Clinical Education, Oregon Institute of Technology
2/13/2013 – Present – Research mentor for one graduate student, International Development Program, Andrews University
June 2004-Septembe 2013 - Program Director, Respiratory Care Dept., Oregon Tech
September 1998-June 2004 – Program Director, Respiratory Care, Rogue Community College
September 1984-June 1998 – Director, Clinical Education, Rogue Community College

Respiratory Care Staff Experience

7/13 – current	Respiratory Therapist, Department of Obstetrics and Respiratory Care, Asante Ashland Community Hospital
9/83 – 9/94	Respiratory Therapist, Asante Rogue Regional Medical Center
1985s	Two Locum Tenens, Solo Staff Therapist, Curry General Hospital, Gold Beach, Oregon
1990s	Staff Therapist, Providence Medford Medical Center
9/80 – 8/83	Inter-laboratory quality control for NIH study through human physiology or pulmonary function laboratory, neonatal lead and transport therapist, Loma Linda University Medical Center

PROFESSIONAL MEMBERSHIPS

American Association for Respiratory Care
Oregon Society for Respiratory Care
Education Section of the American Association for Respiratory Care
National Board for Respiratory Care
Coalition for Baccalaureate and Graduate Respiratory Therapy Education (CoBGRTE)
CoBRGTE Advanced Practice Committee Appointment of 4/2/12
CoBRGTE International Outreach Committee 4/2/12
International Institute for Qualitative Methodology (IIQM) Member Scholar

COMMITTEES, COMMISSIONS, BOARDS

OIT, Respiratory Care Degree Completion Assessment Coordinator
OIT, Respiratory Care Admissions Committee
OIT, Respiratory Care Advisory Board
OIT, Institutional Review Board 2010-2011
OIT, Graduate Committee 2011-2014
OIT, Graduate Committee – new program subcommittee 9/2013
OIT, Academic Council 2012-2015
OIT, General Education subcommittee on accreditation 1/2014
OIT, Commission on Teaching 2012-2015
OIT, Master's in Allied Health Working Group 10/11/12-current
PRN, Founding Board Member of the incorporated Nonprofit Organization: Perinatal Rescue Network. August, 2014 to current.

PEER REVIEWER

Respiratory Care, 2011-present

PROFESSIONAL PRESENTATIONS

Hulse, J. L. (2010) Beliefs and Practices of Expert Respiratory Care Faculty on Critical-Thinking Learning: A Case Study. Poster Presentation at the 16th Qualitative Health Research Conference, Vancouver, British Columbia, Canada, October 3, 4 and 5, 2010

Hulse, J.L., Kuniyoshi, G. (2010) Ventilator Workshop for Family Medicine Residents. Workshop for Oregon Health and Sciences at Sky Lakes Medical Center, Klamath Falls, Oregon, December 2, 1010.

Hulse, J.L., Hulse, L.R., Hulse, L.K., Varney, D., Curado, J. (2011) Neonatal Resuscitation/Helping Babies Breathe/Opportunities for Africa's Newborns. Two day long workshop and laboratory manikin practice, one for nurses and one for family practice residents at Seventh-day Adventist Hospital and School of Nursing, Ile Ife, Osun State, Nigeria March 17-24, 2011.

Hulse, J.L., Curado J. Pulmonary Hygiene. Two day long workshops, one for nurses and one for family practice residents at Seventh-day Adventist Hospital and School of Nursing, Ile Ife, Osun State, Nigeria March 17-24, 2011

Hulse, J.L. Mechanical Ventilation. Workshop for Family Practice Residents at Seventh-day Adventist Hospital and School of Nursing, Ile Ife, Osun State, Nigeria March 17-24, 2011

Hulse, J.L. The Call of Abraham. Presentation on the integration of Faith and Practice at Seventh-day Adventist Hospital and School of Nursing, Ile Ife, Osun State, Nigeria March 17-24, 2011

Hulse, J.L., McDonnell, D., Ross, T., (2011) Interdisciplinary Allied Health Simulations at OIT. Presentation at Convocation Week, Oregon Institute of Technology, Klamath Falls, OR, September 16, 2011

Hulse, J.L. Shiphrah and Puah. Presentation on the integration of Faith and Practice at Seventh-day Adventist Hospital and School of Nursing, Ile Ife, Osun State, Nigeria March 29, 2013

Hulse, J.L. International issues in neonatal resuscitation and Helping Babies Breathe (HBB) facilitator's course. Online course leading up to two face-to-face workshops and then immersion in Rwanda. Course began January 9, 2014. HBB workshop Paradise California 1/19/14, HBB workshop Ashland, Oregon 1/26/14

Hulse, J.L., Hulse, L.R., Hulse, Crosby, K., L.K., Kim, C., Kim, G., Lopiccolo, A., Shannon, J., Varney, D., Helping Babies Breathe Provider courses, Mugonero Adventist Hospital, Ngoma, Karongi district, Rwanda, February 4-7, 2014, I helped organize these classes and was a member of a team.

Hulse, J.L., Crosby, K., Kim, G., Evans, C., Obenhaus, C., Penwell, V., Mattison, S., Johnson, J., Hamid, A., Prosser, M., Hart, L., Johnson, P., Helping Mothers Survive Bleeding After Birth, Champion Course, Inn at Henderson Warf, 1000 Fell Street. Baltimore, MD 21231, November 12, 2014. I was a member of a team that taught HMS to about 15 nurse midwifery students, 5 biomedical engineering students and others.

Hulse, J.L, Kim, G., Varney, D. Helping Mothers Survive Facilitator Course, 746 Marshal Street. Medford, Oregon 97501. November 24, 2014. I was a member of a team that taught HBB to 5 individuals who are going this December to India to teach HBB to 105 nursing students.

INTERDISCIPLINARY SIMULATIONS

Hulse, J.L., Ross, T., et.al., Pediatric Mock Code. Interdisciplinary simulation for OHSU nursing, OIT respiratory care and OHSU family practice residents at Oregon Institute of Technology, Klamath Falls, OR January 6, 2011

Hulse, J.L., McDonnell, D., Wilson, J., Rabe K. et al., Neonatal Twin resuscitation and Transport. Interdisciplinary simulation for OIT respiratory care, imaging, Klamath Fire Department at Oregon Institute of Technology, Klamath Falls, OR June 8, 2011

Ross, T., Hulse, J.L., Pardy, J. et.al., Adult Mock Code. Interdisciplinary simulation for OHSU nursing, OIT respiratory care, imaging and OHSU family practice residents at Oregon Institute of Technology, Klamath Falls, OR January 11, 2012

Hulse, J.L., McDonnell, Mitchell, C., Keady M., Rabe K., Smith, D., Boham, M., Neonatal two sets of twins resuscitation and Transport. Interdisciplinary simulation for OIT respiratory care, imaging, OHSU Nursing and Medical Residents, Klamath Fire Department at Oregon Institute of Technology, Klamath Falls, OR June 13, 2012

Hulse, J.L., McDonnell, Mitchell, C., Wiggens, Boham, M., Neonatal two babies from two different mothers in DOW E241 lab resuscitation and Transport. Interdisciplinary simulation for OIT respiratory care, imaging, OHSU Nursing, Klamath Fire Department at Oregon Institute of Technology, Klamath Falls, OR June 5, 2013

Hulse, J.L., Ross, T., et.al., Pediatric Mock Code. Interdisciplinary simulation for OHSU nursing, OIT respiratory care and OHSU family practice residents at Oregon Institute of Technology, Klamath Falls, OR January 9, 2014

Hulse, J.L., Canaday, B., Boham, M., Mc.,, Two interdisciplinary collaborative student projects simulating a vaginal delivery, neonatal resuscitation and care of a Tetralogy of Fallot newborn and Cesarean Section followed by resuscitation of a neonate with meconium aspiration. Disciplines included OIT respiratory care, radiologic technology, echocardiography, premedical students and OHSU Nursing students at Oregon Institute of Technology, Klamath Falls, OR March 5, 2014

Hulse, J.L., Leonard, D., Lee, M., Deleone, J., Neonatal Resuscitation Interdisciplinary Meconium Aspiration Simulations. Bay Area Hospital, 1775 Thompson Rd., Coos Bay, Oregon 97420. October 29, 2014., Each participant was required to administer and debrief a simulation of neonatal resuscitation.

Hulse, J.L., Rabe, K., Neonatal Resuscitation Program Provider Class, (American Academy of Pediatrics NRP Instructors). December 4 and 11, 2014, Sky Lakes Medical Center, Klamath Falls, Oregon

Hulse, J.L., Crosby, K., Helping Mothers Survive Master Trainer and Champion Courses. December 14-16, 2014. One Participant traveled from Nigeria for the sole purpose of taking this class. 1877 Hooker Oak Avenue, Chico, California, 95926

Rowlins, J., Romona, M., Katherine, Hulse, J.L., Neonatal Resuscitation Program Provider Class, (American Academy of Pediatrics NRP Instructors). January 8, 2015. Ashland Community Hospital, Maple Street. Ashland Oregon 97520

Hulse, J.L., Varney, D., Hulse, L. Helping Mothers Survive Master Trainer and Champion Courses. February 10, 11, 2015. Oregon Institute of Technology, Klamath Falls, Oregon 97601

MANUSCRIPTS & PUBLICATIONS

Hulse, J.L. (2002) The Future of Respiratory Care in Oregon. Breath Sounds: The Official Newsletter of the Oregon Society for Respiratory Care. Vol. XV, Number 2, Sept. 2002, pp. 10-11.

Hulse, J.L. (2010) The Comprehensive Respiratory Therapist Exam Review: Entry and Advanced Levels, 5th ed. *Respiratory Care*, 55(11), 1508-1509.

Hulse, J.L. (2011) Adventure in Brazil. *AARC Times*, 36-37.

Hulse, J.L. (2014) Potential International Impact of Respiratory Care. The Coalition Chronicle. April 30. Volume 3 (4)

ACCREDITATION

Author of Commission on Accreditation for Respiratory Care (CoARC) 2010 self-study and host of successful site visit which resulted in a full 10-year accreditation for Oregon Institute of Technology.

Author of required documentation for Transfer of Accreditation Sponsorship from RCC to OIT and new curricula.

Author of Commission on Accreditation of Allied Health Education (CAAHEP) 2000 self-study and host of successful site visit resulting in full 10-year accreditation for Rogue Community College.

STATE SERVICE

January 17, 2012, Technical Expert to the Respiratory Therapist & Polysomnographic Licensing Board, Salem, Oregon.

INTERNATIONAL SERVICE

March 2010 Served as part of an interdisciplinary medical team providing care on the Rio Negros, Amazonia Brazil.

March 2011 Brought equipment and supplies to Nigeria and provided instruction in Neonatal Resuscitation, Pulmonary Hygiene and Mechanical Ventilation in Nigeria.

March 21-29, 2013. Traveled to Nigeria and brought equipment, supplies and a Neonatal Resuscitation Instructor to provide instruction in neonatal resuscitation and stabilization. During this trip I served as Research Mentor for two International Development Andrews University students. One Master's Thesis on Neonatal Resuscitation and the other on teaching obstetric methods to traditional birth attendants.

February 4-7, 2014, Worked as part of a team to train clinicians in Helping Babies Breathe. Served as Research Mentor to two International Development Graduate students.

Curriculum Vitae

Name: Ron Swisher
Department: Natural Sciences Department
Academic Rank and Title: Professor

Year of OIT Employment: 1976

Academic Degrees:

B.A. Pomona College, 1972
Ph.D. University of Oregon, 1976

Academic Experience:

Instructor, Natural Sciences Department, Oregon Institute of Technology, 1976-1980

Assistant Professor, Natural Sciences Department, Oregon Institute of Technology, 1980-1984

Associate Professor, Natural Sciences Department, Oregon Institute of Technology, 1984-1990

Visiting Professor, Geothermal Institute, University of Auckland, Auckland, New Zealand, 1985-1986

Professor, Natural Sciences Department, Oregon Institute of Technology, 1990-present

Visiting professor, Chemistry Department, University of Oregon, 1992-1993

Visiting professor, Chemistry Department, University of Oregon, 2000-2001

OIT Academic Duties:

Chair, Natural Sciences Department, 1997-2000; 2001- 2007
Scheduling coordinator for natural science service courses (1990-2007)
Evaluator for chemistry course transferability
Member, Financial Aid Appeals Committee.(chair for 2 years)

Member, Academic Appeals Committee
Member, OIT Foundation Scholarship Selection Committee
ACP coordinator for CHE 101 program at Henley and Union High Schools
Advisor, HSC/BIO students

Scholarly Activities:

Presented "Illustrating organic chemistry principles with drug and food additive molecules in a general/organic/biological chemistry course for health major students: American Chemical Society national meeting, Salt Lake City, March 20, 2009.

Presented "Integrating writing and speaking projects into introductory chemistry" at Pacific Northwest Division meeting of American Chemical Society, Washington State University, Richland, Washington, 2010

Presented " Cheering up the O-Chem Blues for Pre-Meds" at Pacific Northwest Division American Chemical Society meeting(NORM) Portland Oregon June 27-29, 2011)

Presented "Organic Chemistry for Biology and Pre-Professional Health Majors" at American Chemical Society national meeting, San Diego, CA, March 2012

Presented " Organic Chemistry for Biologists" at ESA national conference August , Minneapolis, MN " 2013

Organic chemistry for biologists" textbook put online

Interdisciplinary Approach to Teaching Organic Chemistry to Biologists, American Chemical Society national meeting, August 2014

Professional Memberships:

American Association for the Advancement of Science
American Chemical Society
Ecological Society of America
Klamath County Pharmacists' Association

Continuing Professional Education

1) Bioinformatics 3-day Short Course, Lane Community College, October 21-23, 2004

2) NSF 3-day Chautauqua on "Making Undergraduate Science Courses Applicable to Future Health Care Professionals", Dr. Elmer Gentry and Edward Fisher, University of Washington, July 2005.

3) NSF 3 day Chautauqua on "First Course in Textbook Writing", Michael Spiegler, August 2006.

4) AAAS (American Association for the Advancement of Science) meeting (Pacific division), Ashland Oregon, June 20, 2005.

5) AAAS national meeting, February 15-19, 2007, San Francisco, CA.

6) AAAS Pacific division meeting, June 16-20, 2007, Boise, ID.

7) American Chemical Society national meeting, Salt Lake City, March 26, 2009

9) Ecological Society of American (ESA) national meeting, Portland, Oregon August 1-6, 2004

10) Ecological Society of America national meeting, Montreal, August 2005

11) CE meetings of Klamath County Pharmacists' Association(4-8 meetings per year carrying 2 hours CE each)

12) Ken Tuttle Infectious Disease Seminar (annual 7 hour seminar)

13) Sky Lakes Grand Rounds seminars, Tuesdays (about 5-10 seminars per year)

Audit of the following classes while on sabbatical at University of Oregon 2007-8

BI 322 Cell biology
BI 358 Investigations in Medical Physiology
BI 410 Mitochondria
BI 410 Cellular basis of memory
BI 422 Protein Toxins
CHE 463 DNA Biochemistry
GEOG 432 Climatological Aspects of Global Warming
HPHYS 371 Physiology of Exercise

Recent courses audited at OIT

BIO 346, 347(Pathophysiology)
NUR 488(Reflective Practices)
NUR 372 (Pathophysiological Processes)
BIO 232 (Human Anatomy and Physiology)
VAS 246(Peripheral Artery Disease)
HUM 147(Intro to Humanities)
HSC 311 (Medical Genetics)
RDSC 356 (Magnetic Resonance)

Vita

Name	Abraham Furman		Winter 2015

Department   Clinical Laboratory Science

Academic Rank and Title   Associate Professor

Year of OHSU Employment   1995

Year of OIT/OHSU Employment   2001

Academic Degrees

Ph.D.   Microbiology, University of California, Los Angeles (1980)
B.S.   Medical Technology, Loma Linda University (1973)
B.S.   Biology, San Diego State College (1970)

Professional Licenses and Certificates

MT (ASCP) (# 01429522)   1973 - present
California CLS (# MTA20770)   1973 - present

Academic Experience

Full Time
2008-present   Associate Professor, Clinical Laboratory Science Program, Oregon Institute of Technology
2001-2007   Assistant Professor, Clinical Laboratory Science Program, Oregon Institute of Technology
1995-2001   Assistant Professor, Clinical Laboratory Science Program, Oregon Health & Science University
1991-1994   Assistant Professor, Clinical Laboratory Science Program, University of Nevada, Reno
1980-1983   Postdoctoral Scientist, University of California, Los Angeles

Part Time
2012   Instructor (Summer), Washington State University, Vancouver
2001-present   Instructor (Summers), Portland State University
2001-present   Instructor, Portland Community College

Professional Practice Experience

Full Time Industrial
1984-1991   Senior Research Scientist, Pacific Hemostasis, Ventura, CA
1983-1984   Senior Research Scientist, Diagnostic Products Corporation, Los Angeles, CA
1974-1975   Medical Technologist, Midway Hospital, Los Angeles, CA
1973   Medical Technologist, Lancaster Community Hospital, Lancaster, CA

Part Time Industrial
1975-1983   Medical Technologist, Midway Hospital, Los Angeles, CA

Scholarly Activities

2012/2014   F.A. Davis, Immunology "Quick Review Cards for Clinical Laboratory Science Examinations", & Pearson "Clinical Laboratory Chemistry" Reviewer
2012   Development of Course "Introduction to Immunology", Washington State University, Vancouver
2011   American Society for Clinical Laboratory Science-WA Spring Seminar ", Session Moderator
2008-2010   Kaiser Permanente Part-time CLS Cohort, Contract Development, Student Admission Assessment Protocol, Course Sequence Structure & Content
2008   Review Associate for "Clinical Immunology & Serology" 3rd edition
2007-present   National Accrediting Agency for Clinical Laboratory Sciences, CLS Programs Self-Study Report Paper Reviewer, and CLS Program Site Inspector
2007   Development of course "Methods and Interpretation in Analytical Chemistry" for American Red Cross (Portland) technical staff.
2006-2007   Assisted in development of "Molecular Methods" laboratory class for CLS students (Summer Term course)
2005-2012   Introduction to Statistics course, Radiation Therapy Program, Oregon Health & Science
2005-2007   Assisted in development of "Molecular Methods" lecture course for CLS students
2005   Review associate for "Microbiology for the Health Care Professional" (2005)

2004	Clark College Workshops for Laboratory Professionals "Day to Day Quality Control and Quality Assurance Considerations"; "Pain-Free Statistics and Tests Performance Characteristics and Their Uses in the Clinical Lab"
2003	Workshop Panel Member at the 4th Annual Northwest Pre-Health Conference, Portland State University
2002	Presentation at the 1st Annual Pre-Health Fair, Washington State University - Vancouver
2001	Presentation at Oregon Health Future Council Meeting, "CLS/MT Training Programs: Present Status & Future Directions"
2001	Coordinator and Panel Member at the Northwest Medical Laboratory Symposium, Portland, OR "Careers in Clinical Laboratory Science"
2000	Facilitator at the Oregon Health & Science University, Workshop for Improving Inter-Professional Effectiveness: "Professional Healthcare Teams: Case Studies"
1999	Workshop Facilitator at the Oregon Geriatric Education Center, Portland OR: "Interdisciplinary Team Training"

Other Academic Duties/Committee Assignments/Projects

Interim CLS Program Director & Department Chair (2011-2012 academic year)
Interim CLS Program Director & Department Chair (2010)
Oregon Tech Wilsonville Sustainability Committee (2012-2014)
OIT Faculty Compensation Committee (2014)
OIT Foundation Scholarship Reader Committee (2013/2014)
OIT Institutional Review Board for Use of Human and Animal Subjects in Research (2013)
OIT Americans with Disabilities Act Commission (2013)
Oregon Institute of Technology Outreach Visits (Lane CC, Linn-Benton CC, Mt. Hood CC, Beaverton Health & Sciences HS (2011)
OIT CLS Program Director Search Committee (2011)
OIT College of HAS Promotion Review Committees (2010, 2011, 2012)
Oregon Tech Student Awards, initiated and established "Outstanding Student Veteran Award" (2010)
OIT Web Page Reviewer (2010, 2013)
OIT Health Professions Progression Course OHSU visit (Presenter & Coordination) (2010)
OIT Awards Committee (2009 – 2012)
OIT Portland Open House for Educational Partners (2009)
OIT Representative for the NW Youth Careers Expo (2009)
OIT Representative for the Health Professions Career Fair at Oregon State University (2008)
NWCCU OIT Accreditation , OIT Portland CLS Program & Department Chair representative (2008)
Assessment Coordinator for the Clinical Laboratory Science Program (2007-2012)
OIT Financial Aid Committee (2006-2012)
OIT Allied Health Recruitment (2006-present)
OIT Faculty Senate (elected for 2006 –2007)
OIT/OHSU Health Science Programs Presentations at the NW Youth Careers Expo (2006-2007)
Oregon Health & Science Promotion Committee, member (2005)
Clinical Laboratory Science Student Advisor (2001-present)
School of Medicine Faculty Council, member (1998-2002)
Clinical Laboratory Science Admissions Committee, member (1995-2011)

Professional Memberships

American Association for Clinical Chemistry (AACC #3232)
American Society for Clinical Laboratory Science (ASCLS #10115080)
American Society for Clinical Pathology (ASCP #01429522)
Oregon Association for Clinical Laboratory Science
Association of Oregon Faculties
Faculty Association, Portland Community College
California Certification (MTA #20770)

Continuing Professional Education

2014	Helena Lab "Focus Group"
2013	Helena Lab "Focus Group", ASCLS PACE 8.5 CE
2012	Helena Lab "Focus Group", ASCP 6 CE
2011	Helena Lab "Focus Group", ASCLS PACE 24.5 CE
2010	Helena Lab "Focus Group", ASCLS PACE 12 CE
2009	Helena Lab "Focus Group", ASCLS PACE 13 CE
	P&LM Grand Rounds (continuous through the school year)
	PCC Safety Seminar Series
2008	Helena Lab "Focus Group", ASCLS PACE 24 CE
	P&LM Grand Rounds (continuous through the school year)
2007	Helena Lab "Focus Group", OHSU Department of Pathology
	P&LM Grand Rounds (continuous through the school year)
2006	ASCLS PACE 16 CE, Helena Lab "Focus Group", OHSU Department of Pathology
	P&LM Grand Rounds (continuous through the school year)
2005	ASCLS PACE 15.5 CE; Helena Lab "Focus Group"; OHSU Department of Pathology P&LM Grand Rounds (continuous through the school year)
2004	ASCLS PACE 15 CE; Helena Lab "Focus Group"; OHSU Department of Pathology P&LM Grand Rounds (continuous through the school year)

2003	ASCLS PACE 9 CE; Helena Lab "Focus Group"; OHSU Department of Pathology P&LM Grand Rounds (continuous through the school year); American Association for Clinical Chemistry Accent 3 CE
2002	ASCLS PACE 15.5 CE; Helena Lab "Focus Group"; OHSU Department of Pathology P&LM Grand Rounds (continuous through the school year)
2001	ASCLS PACE 12 CE; Helena Lab "Focus Group"; OHSU Department of Pathology P&LM Grand Rounds (continuous through the school year)

Other non-OIT Academic Activities

Oregon Health & Science University Assessment Council (2012)
Tigard Tualatin School District Science Advisory Committee (2011)
Externship Advisory Meeting (OHSU/OIT Clinical Laboratory Program (2011)
OHSU Nursing Proctor (2008-2012)
ASCLS Student Awards Reviewer (2006)
In-House Administrator for University of Washington On-line Clinical Laboratory Science Tutorial Programs (2004-present)
Intel NWSE Science Judge; Regional, State, and National (2002-present)
Editorial Review Board, Clinical Laboratory Science Journal (1993-present)
National Accrediting Agency for Clinical Laboratory Sciences, Accreditation Reviewer (1995-present)
Oregon Association for Clinical Laboratory Science, Nomination Committee Chair (2001)

Community Service Activities

Willamette West Habitat for Humanity (2012-2013)
United States District Court, Jury Service (2009)

Awards

PCC Rock Creek Service Award (2012)
Western Pathologists Assurance Association Endowment (for Oregon Tech Foundation) (2011)
OIT Performance Award (2008)
Received a competitive "Labs Are Vital Program Award" from Abbott Labs consisting of : Automated Immunoanalyzer , Instrument Training, Ongoing Maintenance, and Continuous Reagent Supply. (2006-2012)

Curriculum Vita of Gary Zimmerman M.S., R.T., (R)(CT)(MR)

Name Gary L. Zimmerman
Institution: Oregon Institute of Technology
Department Medical Imaging Technology, Program in Radiologic Science
Academic Rank and Title Tenured Professor
Year of Employment 1995
Years in the Field of Radiologic Science: 36

Academic Degrees:

M.S., Curriculum and Supervision, University of Wisconsin-Oshkosh (1994)
B.S., Radiologic Technology, Oregon Institute of Technology (1984)
Certificate in Radiologic Technology, St. Mary's School of Radiologic Technology (1979)

Professional Licenses and Certificates

Registered Technologist (Radiography): American Registry of Radiologic Technologists (ARRT)
   #154103
Registered Technologist (Magnetic Resonance) (ARRT)
Registered Technologist (Computed Tomography) (ARRT)

Academic Experience

2005	Promoted to Professor of Medical Imaging Technology, Oregon Institute of Technology
2002-present	Director of the RDSC Degree Completion Program
1998-01	MIT Department Chair
1998-99	Radiologic Science Program Director
1995-98	Assistant Professor of Medical Imaging Technology, Oregon Institute of Technology
1984-95	Clinical Instructor, Radiologic Technology, Mercy Medical Center, Oshkosh WI

Professional Experience

1980-84	Radiologic Technologist, Merle West Medical Center, Klamath Falls, OR
1984-95	Clinical Instructor, Mercy Medical Center, Oshkosh WI

Scholarly Activities

Presentations

2014	"Electron to Photons and Everything in Between" ACERT Education Conference, Las Vegas, NV
2010	"Radiologic Physics Review" ACERT Education Conference, Las Vegas, NV
2008	"The Practice of Medicine in the Early 20th Century: Everyday horrors in the home. ACERT Education Conference, Las Vegas, NV
2002	"Digital Radiography and PACS" ACERT Education Conference, Las Vegas, NV
2002	"Digital Imaging and PACS" OIT Continuing Education Seminar, Klamath Falls, OR
2001	"PACS: Who Will Get the Job?" ACERT Education Conference, Las Vegas, NV
2000	"HTML Programming," ACERT Education Conference, Las Vegas, NV
1999	"Digital Imaging," Kodak dry film manufacturing plant, Medford (OTC Venture) "The Digital Radiographic Image, ACERT Education Conference, Las Vegas, NV
1998	"Distance Education," ACERT Education Conference, Las Vegas, NV "A Low Cost Multimedia System," ACERT Education Conference, Las Vegas, NV
1997	"Changes in Imaging Modalities Education," Continuing Education Seminar, Richland, WA "JRCERT Accreditation Requirements," Clinical Instructors Workshop, Klamath Falls, OR
1996	"Conflict Resolution," Clinical Instructors Workshop, OIT, Klamath Falls, OR "Errorless Duplication," OIT Continuing Education Seminar, Klamath Falls, OR
1995	"Opportunities in Healthcare," Shasta College, Redding, CA

Memberships

American Society of Radiologic Technologists
Association of Collegiate Educators in Radiologic Technology

Joseph R. Reid   12/17/2014

Oregon Institute of Technology
Boivin Hall 192
3201 Campus Drive
Klamath Falls, OR 97601

joseph.reid@oit.edu
(541) 851-5781

Education

M.A.S. in Applied Statistics - Penn State University (PSU)
April, 2013, GPA: 3.99

M.S. in Applied Mathematics - University of Washington (UW)
June 2009, GPA: 3.56

B.S. in Applied Mathematics - Oregon Institute of Technology (OIT)
December 2008, Magna cum Laude

Graduate Study in Economics - Oregon State University (OSU)
Fall 2006 – Spring 2007, 48 Graduate Credits Earned

B.S. in Economics - Western Oregon University (WOU)
June 2006, Magna cum Laude, Minor in Mathematics

Undergraduate Coursework in Software Engineering - Oregon Institute of Technology (OIT)
Fall 2002 – Spring 2004, 3.78 GPA

Work experience

Assistant Professor of Mathematics, OIT, Fall 2010 - present

Instructor of Mathematics, OIT, Fall 2009 – June 2010

Adjunct Instructor of Mathematics, OIT, Fall 2008 – Sp. 2009

Math/Economics Tutor, Tech Opportunities Program, OIT, Jan. 2008 – Sept. 2008

Graduate Teaching Assistant, OSU Department of Economics, Sept. 2006 – June, 2007

Technical Skills

- Experience working with diverse populations of students such as community college, traditional, and non-traditional students as well as working with students with disabilities
- Assisting in coordination and implementation of registration and orientation events for new and transfer students
- Confidentiality training (FERPA)
- Computer Software: Windows, Microsoft Office Suite, MATLAB, LaTEX, Media Programs, Visual Studio .NET, MINITAB, SAS, SAS iml, SPSS, R, SmartBoard Technologies
- Experience with C and MASM programming
- Web design with HTML, Kompozer, and Amaya
- Statistical analysis skills

Professional Affiliations

American Statistical Association

Awards and Honors

- Graduate Teaching Assistantship at Oregon State University, Sept. 2006 – June 2007
- Dean's Platinum Level Scholarship (full ride scholarship) at Oregon Institute of Technology, Sept. 2002 – June 2004
- Undergraduate acceptance into the ΦKΦ (Phi Kappa Phi) and OΔE (Omicron Delta Epsilon) honor societies
- Undergraduate Academic Excellence in Economics Award at Western Oregon University, May 2006

Presentations

- "Generalized Linear Mixed Models" Oregon Institute of Technology Applied Mathematics Colloquium, Feb 2014
- "Introduction to Generalized Linear Models" Oregon Institute of Technology Applied Mathematics Colloquium, May 2013.
- "Application of a Proportional Odds Cumulative Logit Model in Efficacious Introductory Mathematics Placement". Co presented with Terri Torres M.S. MAA Pacific Northwest Regional Conference. April 20-21, 2012. University of Portland.
- "An introduction to R and R Commander for teaching/performing statistics" Oregon Institute of Technology Applied Mathematics Colloquium, May 2012

Academic Interests

Mathematics:
Numerical Methods, Optimization, Mathematical Modeling for Behavioral Science, Mathematical Bio-economics
Statistics:
Applied Statistics, Time Series Analysis, Epidemiology, Regression Methods, Financial Analysis
Economics:
Natural Resource Management, Consumer Theory, Game Theory, Health Policy

Courses Taught

Intermediate Algebra	Introductory Statistics (sophomore level)
Topics in College Mathematics	Applied Statistics 1 and 2 (junior level)
College Algebra	Mathematical Statistics (senior level)
Trigonometry	Statistical Methods for Environmental Science (senior level)
Differential Calculus	
Integral Calculus	Econometrics 424/524 (undergrad/grad level):
Sequences and Series Calculus	SAS lab – Oregon State University
Discrete Mathematics	Principles of Macroeconomics
Finite Mathematics and Business Calculus	Epidemiology Statistics (senior level)
Differential Equations (junior level)	

Non-Work Special Interests

Student of Shorin Ryu Matsumura Seito Karate
1st Dan under the instruction of Sensi Wendy Hansen (Sandan: third degree black belt). Initially a student of Shihan Gordan Hansen (nanadan: 7th degree black belt)

Curriculum Vitae

IRIS GODWIN
3201 Campus Drive • Klamath Falls, Oregon, 97601
PHONE (541) 885-1965
Email: iris.godwin@oit.edu

EDUCATIONAL Experience

2005	**M.S., Library and Information Sciences.** University of Tennessee	Knoxville, TN
	Honors Convocation Award: "Best Individual Project," April 2005.	
	Honor: Received "Student to Staff" grant to attend ALA Conference, 2005	Chicago, IL
2000	**B.A., History.** Rhodes College	Memphis, TN
	Honors: Phi Alpha Theta and the Search Advisory Committee.	
1990	**National Institute on Genealogical Research** National Archives Records Administration	Washington, DC
	Honor: Awarded a week of study at the National Archives and its branches.	

ACADEMIC Employment

2007-   **Oregon Institute of Technology (OIT), Klamath Falls, Oregon – Assistant Professor, Collection Management and Technical Services Librarian**

2006-2007   **University of Tennessee, Knoxville, Tennessee – Assistant Professor, Manager and Cataloger of the Tennessee Newspaper Project**

INSTRUCTION

At Oregon Tech, my assigned program areas are Allied Health (Dental Hygiene, Medical Imaging Technology, and Respiratory Care) and Nursing. Because of the continuous emerging technical environments, library instruction is constantly changing and needed in classes with a research component. It includes helping users of the library to learn to locate, evaluate, and effectively use information, and understand the ethical issues related to information use and its various formats. Students and faculty learn from one-shot classes, short courses, research consultations, and reference tools such as provided on the library website like subject guides. Librarians are asked by students to help them with Writing 227 technical reports serving as a Tech Reader.

2007-   One shot classes (50 minute information literacy taught in the following academic classes upon invitation of the instructor):

- Dental Hygiene 475 (2012 –), Writing 227 (2008 –), Nursing 210 (2009-2013), Dental Hygiene 100 (2009 - 2012), Writing 122 (2008 - 2012). Dental Hygiene 240. (Fall 2011) Building information literacy skills over two sections of the class, Respiratory Care 207 (2010), Nursing Instructors (2009) Using the Cochrane Library database for research, RCP 100 (2009).

2011, 2014   Short Courses (co-preparation or teaching in library information science specific courses):

- ACAD – HST 107-04 (2011 Fall) Assisted the Instruction Librarian in preparing two sections of the eleven-class curriculum in learning to evaluate print and online resources and graded student papers, ACAD – HST 107 (2014 Fall) Taught four separate sections of the fifteen-section course and graded specific assignments.

2013-   Blackboard - Learning Management System (invited as librarian for various hybrid and online courses):

- List of classes requested to serve as online librarian working from one to three terms: Dental Hygiene 423, 455, 476, 477, Chemistry 360, Echocardiography 334, Medical Imaging Technology 103, and Respiratory Care 366.
- Working with other faculty and having access to class materials enables me to assist a student at a point of need which helps the student to develop a learning relationship with me and become familiar with using the library resources. I create forums, check and respond to library inquiries, read class assignments, skim student postings, and instruct information literacy standards where needed.

2008-   Research Consultations (occur either by appointment, email, chat or while serving at the OIT library reference desk [6 to 12 hours a week depending on staffing]). Consultations occur as per request of students, faculty or staff and community users.

- The researcher and I fill in a medical or non-medical outline to enhance the consultation and provide for future research purposes.

2010-   Tech Reader for Writing 227 Tech Reports (Being a Tech Reader includes communication, the narrowing or broadening of a topic helping the student to view resource possibilities easing research learning anxiety, suggestions for oral presentations, and provision of an evaluation of the student's final report to the course instructor).

2010-   University Library Website Subject Guides include:

- Dental Hygiene, Nursing, Radiologic Science and Ultrasound and Medical Imaging (Diagnostic medical sonography, Echocardiography, Vascular Technology, and Nuclear Medicine) http://www.oit.edu/libraries/find/subject
- Open Access Journals http://www.oit.edu/libraries/find/articles/open-access-journals

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University Library Academic EXPERIENCE

Some key activities in the preparation of information dispersal include, research, evaluation, and organization. During my academic experience some include:

2007-   Creation of original bibliographic records by national standards to be submitted to the international Online Computer Library Center for various formats including books, maps, electronic resources, etc., then distributing these through the WorldCat catalog and promoting the University Libraries print and digital collections. This unique experience has provided me the opportunity of

- providing professional support for two University library digital grants (2007–2011) and the Shaw Historical Library National Endowment for the Humanities and Northwest Digital Library grant (2010–2012) in the provision of original cataloging, and instructions to staff,
- learning (2012-2014) and applying (2014) the replacement of American Cataloging Rules, the new international standard, "Resource, Description, and Access", ???????
- working more with Library of Congress subject authority and producing classification and call numbers for shelved items.

2007-   Member of the University Library Management Team; support to my librarian colleagues.

2008-   Orientations of Electronic Resources and tours of the University Library:

2007-2013   Technical Services Librarian supervising three FTE Library Technicians III (LTs) provided me with these opportunities and others not mentioned here:

- Administrator to the Yankee Book Peddler acquisition accounts and building the OCLC WorldCat Cataloging Partners (formerly PromptCat) profiles.
- 2013-2014 University Library migration from the Innovative Interfaces, Inc. (III) Integrated Library System to the consortium, Alliance Ex Libris Shared Integrated Library System (SILS), I coordinated the technical services decision making for location and item record level codes to be summited to Ex Libris. Filling out the Oregon Tech "Millennium (III) Migration form" and the "Ex Libris Alma Customer Information Form" required hours of discussion with LT3s and coordination with the Systems Librarian. 2011 provided Systems Librarian with needed information for WorldCat Local implementation.
- Teaching LTs (2008) for several weeks 45 minute classes in Library of Congress Classification and creating call numbers.

2014-   Collection Management Librarian supervising one Serials LT III.

- With reorganizational changes taking place within the library, my term as supervisor for three Library Technicians IIIs was changed to supervising one Serials LT III in the library technical services workspace. The Library Director and our Library Management Team had several technical services space discussions and shared ideas

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for reorganization to improve work environment and provide better workflow in processing physical items.

- Communication with Oregon Tech Faculty library liaisons from curriculum programs concerning library collection development issues including OHSU nursing faculty and collaboration with the OHSU nursing librarian.

2009 –2011   Chair of the University Libraries Survey Committee completing two surveys (2009-2011), one for Oregon Tech students and another for University faculty to aid in University Library assessment.

PROFESSIONAL Memberships/Committees and Continuing Education

Member of professional organizations and service:

2004–   American Library Association (ALA)

- ALA New Members Round Table (2004-2013) – served as chair for the New Members Round Table Archival Committee, (2009-2010), Served on New Members Round Table Archival Committee (2008 and 2011).

Association of College and Research Libraries (ACRL), sections and interest groups:

- College Libraries Section
- University Libraries Section
- Health Sciences Interest Group (since 2010)
- Medical Library Association Collection Development Interest Group Listserv only (2014).

Association for Library Collections & Technical Services (ALCTS), sections:

- Acquisitions
- Cataloging and Metadata Management
- Continuing Resources
- Preservation and Reformatting

2007–   Oregon Library Association

- Technical Services Round Table – served as chair, secretary and member of the steering committee for planning speakers for the Oregon Library Association annual conferences. Served as volunteer at the annual Oregon Library Association conferences.

2004-2006   Society of American Archivists (SAA).
2005-2007   East Tennessee Library Association
2004-2007   Tennessee Library Association
2004-2005   President: Student Chapter of ALA-UTK (Knoxville, TN)

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Oregon Tech Committee Assignments - Standing Committees/Commissions:

- Student Awards Committee (2013-2016)
- Substance Abuse Commission (2011-2017) assisted in preparation of the Oregon Tech Biennial Report 2014.
- Americans with Disabilities Act Commission (2011-2014)
- LRC Commission (2007-2009)

Oregon Tech Program/Department Committees

- Provisional Honors Program Commission (pHCC) and compilation of a formal report for the "Costs and Benefits" and "Admissions" groups investigating the possibility of an Honors Program provided to Mark Clark. (2011- 2013)
- Masters in Allied Health Committee: Research of other colleges and universities having allied health programs for ways to develop a Masters Allied Health Program began by Larry Powers, Dean of School of Health Arts and Sciences (2012-2013) Continued to work with Committee Chair Janette Isaacson to complete the Allied Health Masters Proposal (2012-2014).

Alliance Summit/Shared ILS Committees

- Collaborative Technical Services Team (CTST) 2011-2012
- SILS Cataloging Working Group (2013-)

Continuing Education (A Select List)

Conferences/Training (One or more days)

2007-2014   Oregon Library Association or University Library Consortium sponsored

- Oregon Library Association Annual Conference (2007-2014).
- "Orbis Cascade Alliance Kickoff for Cohort 3." Sponsored by Alliance and Ex Libris 16 January 2014. Portland, Oregon.
- Schiff, Adam & Robare, Lori. "RDA 201: Advanced Training and Practice." One-half day pre-conference at Oregon Library Association Annual Conference. Sponsored by the Oregon Library Association Technical Services Round Table (OLA-TSRT) 16 April 2014.
- "Alliance Collaborative Technical Services Symposium 2013." Presented by Alliance CTST 18 September 2013.
- Schiff, Adam. and Coyle, Karen. "Describing the Future: RDA, Metadata and Linked Data." One day pre-conference seminar Oregon Library Association Annual Conference. Sponsored by the Oregon Library Association Technical Services Roundtable (OLA-TSRT) 25 April 2012.
-
- "Alliance Collaborative Technical Services Symposium" One-day session, sponsored by Orbis Cascade Alliance 8 December 2011.

5

- Davis, Renette. "RDA 101: Serials & E-books in RDA." One-day pre-conference at OLA Conference 2011. Sponsored by the Oregon Library Association Technical Services Roundtable (OLA-TSRT) 6 April 2011.
- "Integrating Resources Cataloging." Serials Cataloging Cooperative Training Program (SCTTP). Sponsored by OLA-TSRT 2 August, 2009. Workshop.
- "Subject Cataloging: Using Library of Congress Subject Headings." Sponsored by OLA-TSRT 3 August 2009. Workshop.

Presentations or Webinars

2014   One hour sessions unless specified:

- Schiff, Adam. "RDA and Authority Records: Enhancing Discovery." Sponsored by OLA-TSRT 17 April, 2014. Presentation.
- "RDA One Year In." Panel: Tom Larsen, Portland State University Library; Bonnie Parks, University of Portland Library; Jean Peck, Washington County Cooperative Library Services; Heather Pitts, Oregon State Library; Bob Renfro, Multnomah County. Sponsored by OLA-TSRT 18 April, 2014. Panel and Discussion.
- Freewynn, Holly W. "Brushing Up on Social Science Information for Patrons." Oregon Library Association Conference. Sponsored OLA-PLD 18 April, 2014. Presentation.
- Ormes, Dotty. "Smart Technology in the Stacks: iPad Instruction Pilot Program." Presented at Oregon Library Association Conference. Sponsored by OLA-DIGOR. 18 April, 2014. Presentation.
- Munro, Karen et al. "Engaging the Disengaged: Reaching Academic Patrons Who "Don't Need the Library." Presented at Oregon Library Annual Conference. Sponsored by OLA- ORT/LIRT 18 April 2014. Panel.
- "PubMed for Librarians - Building and Refining your Search." Sponsored by National Library of Medicine Training Center 15 January 2014. Webinar.
- "PubMed for Librarians: MeSH." Sponsored by National Library of Medicine Training Center 22 January 2014. Webinar.

2013   One hour sessions unless specified):

- Oakleaf, Mega. "eBooks in Academic Libraries: Conceptualizing & Communicating their Value and Impact." Sponsored by ACRL Choice 20 November 2013. Webinar.
- Stambaugh, Emily. "Curating Collective Collections: Reinventing Shared Print." Hosted by Loyola Marymount University 31 October 2013. Webinar.
- "Getting Off the Island: Collaborating to Create Boundless Collections." Sponsored by Online Computer Library Center, Inc. (OCLC) 15 October 2013. Webinar.
- "Digging into Databases." Panel: Jill Emery Collection Development Librarian, Portland State University; Michael Santangelo, Electronic Resources Coordinator, BookOps; Meg White, Executive Director of Technology services at Rittenhouse. Sponsors: American Libraries Live and Rittenhouse Publishing. Hosted by Marshall Breeding 12 September, 2013. Panel and Discussion.

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Curriculum Vitae: Iris Godwin   *Last update: Winter 2015*

2012   One hour sessions unless specified:

- Nimer, Cory. "Archival Materials: Using RDA with DACS." YouTube presentation viewed 27 May 2014. Retrieved from https://www.youtube.com/watch?v=n5fY9L9zZcM.
- Donati, Katie."GOBI Acquistions for New GOBI Users." Presented by YBP Library Services, A Baker and Taylor Company 16 May, 2012.
- Deitering, Anne and Gronemyer, Kate. "Can We Really Do It All? The Challenges We Face as Librarians Who Teach." Sponsored by OLA Annual 2012 Conference 26 April 2012. Presentation.

2011   One hour sessions unless specified:

- "National Study of Undergraduates and Information Technology." Sponsored by Educause: Center for Applied Research (ECAR) 15 December 2011. Webinar.
- Iannuzzi, Patricia. "ACRL Standards for Libraries in Higher Education." Sponsored by Association of College & Research Libraries and Learning Times 9 November 2011. Webinar.
- "Primary Sources, Information Literacy and Academic Support." Sponsored by Libraries Thriving and National Forum on Information Literacy (NFIL) 25 October 2011. Webinar.

2010   One hour sessions unless specified:

- Reese, Terry. "MarcEdit", Portland, Oregon. Sponsored by OLA-TSRT 8 November, 2010. Workshop.
- "Don't Tilt at Windmills, an Active Learning Approach to Teaching FRBR", American Library Association, August 12, 2010.
- "RDA for Administrators." Sponsored by the American Library Association (ALA) and Association for American Library Collections and Technical Services (ALCTS) 13 October 2010). Webinar.
- "Innovative Ways Medical Libraries Can Support Nursing." Sponsored by Ovid 30 June 2010.
- "HsRProj and National Library of Medicine Health Services and Sciences Research Resources (HSRR)." Sponsored by Academy Health 15 April 2010.
- "Making the Most of Research Resources for Health Sciences Research (HSR): Health Services Research Projects in Progress." Sponsored by Academy Health 1 April 2010.

2009   One hour sessions unless specified:

- "Strategies and Implications for Open Access." Presented 23 October, 2009. Educause Free Webinar.
- "You Want Me to Select for What? Getting started in a new area." Presented by ALCTS 2 December 2009. Webinar.

7

PUBLIC SERVICE/ Presentations/Publishing

Public Service

2013-2014   Oregon Governor's State Employees Food Drive Coordinating Committee.

2013   Served on three librarian promotion review committees.

2012-   Oregon Tech Scholarship Student Application program.

2011-   Service in the Klamath County, "Start Making a Reader Today" (SMART) volunteer reading program.

2007- 2013   Shaw Historical Library located in Learning Resource Center, Oregon Institute of Technology, Klamath Falls, OR. Volunteer at various Shaw Historical Library programs.

1983-2010   Family History Center service in three different facilities in Tennessee and Klamath Falls, Oregon.

1992-1997   Mid-south Educational Facilities presented in Memphis and Mid-south
Lecturer
Presented lectures at the Memphis Shelby County Public Library and Information Center, various family history centers in the mid-south and Genealogical Societies Subject matter included using the National Archives for historical and genealogical research, Native American sources at local and southern state repositories, organizational techniques, immigration, and preparing for onsite research in libraries and state archives.

Presentations

2009-10   In reference for my advocacy and education to students and faculty about open access peer-reviewed journals, I presented a library open session entitled "Understand and Navigate Open scholarly Journal Research."

Publications

Arnold J., Chittenden, L., Ellis K.D., Eubanks J., Godwin, I., McDonald E., Morris S.E., Ovadia S., Shrode F., and Teplitzky, S. "What's the Ballyhoo about Blogs?" *Serials Review* 33.3 (2008), 175-187. doi:10.1016/j.errev.2007.05.008
(http://dx.doi.org/10.1016/j.serrev.2007.05.008)

8

CURRICULUM VITA

Jill L. Schultz, RDH, MEd

Dental Hygiene Department

Oregon Institute of Technology

Initial Academic Rank and Title

Assistant Professor, September, 1990

Current Rank and Title

Professor, September 2005

Program Director, Dental Hygiene Degree Completion Program

LICENSURE

Professional Licensure

Registered Dental Hygienist, State of Oregon

- Local anesthesia endorsement
- Class I nitrous oxide permit
- Restorative Functions endorsement

EDUCATION

Educational Background

Oregon Institute of Technology, Associate of Science in Dental Hygiene, 1981

Oregon Institute of Technology, Bachelor of Science in Allied Health, 1983

Oregon State University, Master of Education, 1989

Course Work

Courses Related to Educational Methods (2010-2014)

Course Title	Date	CE Credits
ODHA Dental Health Conference Educator Program	11.15.2014	3
American Dental Education Association Annual Conference		
Faculty Development & the Science of Learning	3. 18.2014	1.5
State of the Art: mLearning & Online Education are Here to Stay	3.17.2014	1
Student Readiness for IPE Learning Experiences	3.17.2014	1
IPE Immersion Model in Community-Based Health Clinic Settings	3.17.2014	1.5
American Dental Education Association Allied Dental Director's Meeting		
Assessment Quality Review: Process & Documentation	6.10.2013	1.5
Interprofessional Education: How You Can Make it Happen	6.9.2013	2
Best Practices in IPE in Allied Health	6.9.2013	2
Strategies to Implement EBDM into Curricula	6.8.2013	2
Quality Matters Conference		
Connecting Learning Objectives & Assessments	4.25.2013	3
Linking Instructional Materials & Learner Engagement	4.25.2013	3

1

Oregon Dental Hygienist's Association Fall Conference

Teaching Tips for Dental Educators	10.27.2012	3

American Dental Education Association Annual Conference

Clinical Teaching in the Undergraduate Clinic	3. 13. 2011	3
Mindfulness: Enhancing the Clinical, Professional, & Personal Outcomes of Dental & Dental Hygiene Students	3. 16. 2011	3
Building a Prevention Toolbox to Integrate Public Health Dentistry Strategies into Dental and Dental Hygiene Education	3.14.2011	1.5

Courses Related to Leadership/Program Management

Oregon Dental Conference

Blood, Spit & Fears: A Painless OSHA Update	4.2.2014	3
Do-It-Yourself Online Marketing Best Practices	4.2.2014	3

American Dental Education Association Annual Conference

Assessment of Dental Hygiene Degree Completion Programs	3.16.2014	1
Transforming Dental Hygiene Education	3.16.2014	1.5
Leading Change: Disruptive Innovation in Health Care Education	3.15.2014	3
Coaching and Mentoring Skills for Managers & Supervisors	2.18.2014	6
Preparing Faculty for the IPE Curriculum	12.11.2013	1

ADEA Allied Dental Faculty Leadership Development Program

Four day intensive leadership workshop by invitation only	6.6-6.8.2013	21

Oregon Dental Conference

Team Building Best Practices	4.6.2013	3

Dental Hygiene Expanded Practice Conference

Understanding Dental Reimbursement	5.5.2012	3
Employment Opportunities in Dental Hygiene	9.21.2011	2
ADEC Technical Equipment Training (4-day workshop)	7.25-7.29.2011	
Dealing with Difficult People	4.7.2011	3

American Dental Education Association Annual Conference

Clinical Outreach: Developing a Self Sustaining Model	3.15.2011	3
Methods to Assist in Preparing for Accreditation/Strategic Planning	3.13.2011	3
Managing Multiple Projects.....	10.2010	6
Emotional Intelligence	7.2010	6
Face Book Tips to Connect with Alumni & Donors	4.14.2010	1

Content Areas relating to Courses Taught (2010-2014)

The Affordable Care Act through a Post-Election Lens	12.9.2014	1

Oregon Dental Hygienist's Association Fall Conference

Expanded Practice Program	11.15.2014	3
Oregon Dental Practice Act Review and Updates	11.14.2014	3

2

Critically Appraised Topics	7.28.2014	4
Oregon Oral Health Authority First Tooth Training	5.21.2014	1

Oregon Dental Conference

Some Days You're the Pigeon; Some Days the Statue!	4.5.2014	3
Enhanced Oral Cancer Detection	4.3.2014	3

American Dental Education Association Annual Conference

Forging the Path to Competency in Community Engagement	3.18.2014	1
Developing Cultural Competence Through the Community Dental Health Coordinator	3.15.2014	1
Radiographic Interpretation	1.31.2014	1
Oregon Oral Health Coalition Annual Meeting	10.4.2013	6
Nitrous Oxide and Oxygen Sedation: An Update	8.16.2013	4
Aspiring to Wellness Through Coordinated Care	4.12.2013	6

Oregon Dental Conference

Local Anesthesia: 30+ Years of Hits and Misses	4.6.2013	3
Achieving Success and Clinical Excellence in your DH Career	4.5.2013	3
What the Mouth Knows: Dental Detectives	4.4.2013	3
Periodontal Therapy Review	2.20.2013	2
Anesthesia & Nitrous Update	11.14.2012	2
Combining Products for Effective Management of Caries....	10.26.2012	3
Motivational Interviewing	9.19.2012	2

Dental Hygiene Expanded Practice Conference

Back to the Future of Health Care Reform	5.5.2012	2
Regulation of Expanded Dental Hygiene	5.4.2012	3
Untangling the Maze: DCO-Friend or Foe?	5.4.2012	3

Oregon Dental Conference

Healthy Mouth, Healthy Body, Healthy Practice	4.14.2012	3
New Approaches for Antimicrobial Treatment of Periodontitis	4.13.2012	3
Managing the Geriatric Patient: Practice Considerations for Oral Health Care Professionals	4.12.2012	3
Dental Evaluation and Management of the Radiated Cancer Patient	4.12.2012	3
TMD Causes & Management	1.18.2012	1.5

Oregon Dental Hygienist's Association Fall Conference

Oral Risk Assessment: Strategies for Effective Oral Care	10.20.2011	3
Prescription Writing Guidelines for Dental Hygienists in Oregon	10.21.2011	3
Leading the Fight in Caries Prevention	9.29.2011	4
Regulation of Dental Hygiene Practice and Advocating for Change	4.18.2011	1.5
Medical Emergencies	4.8.2011	4
Oregon Dental Hygienist's Association House of Delegates	10.2010	
Communication Strategies for Individuals with Autism	8.17.2010	3

3

Oregon Dental Conference	4.2010	
Enhancing Patient Care Through Non-Surgical Therapy	3.16.2010	2

EMPLOYMENT

Work Experience

Academic

2014-present	Professor and Program Director, Dental Hygiene Degree Completion Program
2013-2014	Professor and Department Chair, OIT
2011-2013	Professor and Program Director, Salem site at Chemeketa Community College
2008-2011	Professor and Department Chair, OIT
1999-2005	Associate Professor, Dental Hygiene Department, OIT
1992-1998	Associate Professor and Department Chair, OIT
1990-1992	Assistant Professor, Dental Hygiene Department, OIT
1984-1989	Part-time Instructor, Dental Hygiene Department, OIT

Clinical

1989-90	Private Practice Dental Hygienist, Dr. Donald Renie, Klamath Falls
1984	Private Practice Dental Hygienist, Dr. Edward Zarosinksi, Klamath Falls
1981-82	Private Practice Dental Hygienist, Dr. Philip Megdal, Klamath Falls,

MEMBERSHIPS

American Dental Education Association

American Dental Hygienist's Association

Oregon Oral Health Coalition member

ACTIVITIES and PROJECTS

- Implemented the campus-based bachelor degree program in partnership with Chemeketa Community College in Salem, living on-site for 2-1/2 years
- Co-organized the Marion Polk Dental Day—a free day of dentistry for the community
- Developed and implemented one of the first online bachelor degree completion programs in the U.S.
- Experienced in teaching online courses via Black Board
- Led dental hygiene students on seven, two-week international dental experiences to Eastern Europe and Central America
- Worked with students to create the International Externship Program
- Experienced within the dental hygiene academic department as department chair, program director at the Salem campus, program director for the degree completion program; and quality assurance manager

4

CURRICULUM VITAE
Dr Janette A. Isaacson, M.Ed., Ed.D., LMHC, RVT, RDCS
11004 159th Ave NE
Redmond, WA. 98052
206-755-6987

Academic Rank and Title

Assistant Professor, Oregon Institute of Technology
Program Director Degree Completion Program in Echocardiography and Vascular Technology

LICENSURE
Professional Licensure thru ARDMS

Registered Vascular Technologist
Registered Echocardiographer in Adult
Licensed through NBCC as a National Clinical Mental Health Counselor in the state of Washington, License # LH00009903

EDUCATION
Educational Background

Doctorate in Educational Leadership, Seattle University 12/02,
Masters in Education, Mental Health Counseling, Seattle University, 12/02
Masters in Education, Specialization in Teaching Diverse Learners,
 University of Phoenix, 9/98
Bachelor's Degree in Medical Imaging-Vascular Option
 Oregon Institute of Technology, 12/95
Associate degree in Cardiac Ultrasound, Spokane Community College,6/84

Courses Taught

ECHO 227	Basic ECG Recognition and Testing
ECHO 325	Pediatric Echocardiography
ECHO 332	Invasive Cardiology
ECHO 334	Echocardiography IV
ECHO 365	Abdominal/Renal Testing
ECHO 376	Survey of Vascular Testing
ECHO 385	Echocardiography Laboratory Management
ECHO 420A	Echocardiography Externship
ECHO 420B	Echocardiography Externship
ECHO 421	Echocardiography Senior Project
VAS 337	Survey of Echocardiography
VAS 365	Abdominal Vascular Disease
VAS 366	Special Circulatory Problems
VAS 375	Survey of Abdominal Sonography
VAS 385	Vascular Laboratory Management
VAS 420A	Special Vascular Technology Externship
VAS 420B	Special Vascular Technology Externship

EMPLOYMENT
Work History
 Academic

Sept 1994-Present	Oregon Institute of Technology
	Assistant Professor (20 years online teaching
	part time adjunct and full time
	Program Director Vascular and Echo Degree Completion Programs
	On campus Instructor Sept. 1994-Sept. 1997
Sept. 1986-Sept. 1994	University of Washington Medical Center
	Vascular Ultrasound Research Technologist

MEMBERSHIPS
American Counseling Association
American Society of Echocardiography
Society for Vascular Association

ACTIVITIES and PROJECTS
- Academic Advisor
- College Professor
- Counselor
- Marketing
- Public Speaking
- Curriculum Development
- Experienced in teaching online courses via Black Board

PROFESSIONAL ACCOMPLISHMENTS AND AWARDS
Young Innovators Award, 2005 OIT
National Society for Vascular Ultrasound-Fellow 2003
Management Team, Pacific Vascular 1997-Present
Student Educational Leadership Annual Conference Committee, 2001
Chair, Education Committee, Society of Vascular Technology, 1996-1998
Board Member, Society of Vascular Technology, 1995-1998
Education Technology Committee, OIT 1997
Chair, Chapters Committee, Society of Vascular Technology 1995-1995
Distance Learning Committee, Oregon Institute of Technology 1994-1995
CIVCO Award Clinical Innovation, Society of Vascular Technology 1994

PUBLICATIONS
Direct and Indirect Renal Arterial Duplex and Doppler Color Flow Evaluations, Isaacson, J & Neumyer, M., Journal of Vascular Technology, Special Abdominal Issues 19(5-6)309-326, Sept. -Dec. 1995

Natural history of Atherosclerotic Renal Artery Stenosis: Prospective Study with Duplex Ultrasongraphy. Zierler, R., Berglin, R. Isaacson J. Strandness D, Journal of Vascular Surgery 18(2): 250-257, Feb. 1994

Natural History of Atherosclerotic Renal Atery Stenosis: A Prospective Study with Duplex Ultrasonography, Zierler, R., Bergelin, R., Isaacson J., Strandness, D. Journal of Vascular Surgery, 18 (2):250-257, Feb. 1994

Prevalence of Carotid and Lower Extremity Arterial Disease in Patients with Renal Artery Stenosis, Louie, J., Isaacson, J.,Zierler, R., and Strandness, D. The American Journal of Hypertension, Ltd., 7(3):426-439, May.

Renal Atrophy and Arterial Stenosis: A prospective Study with Duplex Ultrasound, Guzman, R., Zierler, R, Isaacson J. and Strandness D. Hypertension 23 (3) 346-350, March 1994.

Hemodynamic Parameters for Diagnoses of Advanced Renal Artery Stenosis by Duplex Ultrasound, Louie, J., Isaacson, J., Zierler, R., Strandness, D. The Journal of Vascular Technology, 18(2):61-66. Mar/Apr, 1994.

A Method for Minimizing Variability in Kidney Length Measurements during Renal Artery Duplex Scanning, Isaacson, J., Zierler, R., Strandness, D. The Journal of Vascular Technology, 18(1):23-27, 1994

Noninvasive Screening for Renal Artery Stenosis: Comparison of Renal Artery and Renal Hilar Duplex Scanning, Isaacson, J., Zierler, R., Spittell, P., And Strandness, D., The Journal of Vascular Technology, 19(3):105-110

Hemodynamic Parameters of Failing Infrainguinal Bypass Grafts, Papanicolaou, G., Zierler, R., Beach, K., Isaacson, J., Strandness D., The American Journal of Surgery, Vol. 169, February, 1995.

Ultrasound Determination of Total Arterial Wall Thickness, Hodges, T., Detmer, P., Dawson, D., Beach, K., Hatsukami, T., Zierler, R., Isaacson J., Strandnes, D., The Journal of Vascular Surgery 19(4):745-753, 1993.

ABSTRACTS PRESENTED AT NATIONAL MEETINGS

Abstract accepted to the 6th San Diego Symposium on Vascular Diagnosis. Noninvasive screener renal artery stenosis: Comparison of renal artery and renal hillier duplex scanning, Isaacson, J., Zierler, R., and Strandness, D.

Abstract accepted as a poster, American Heart Association Meeting. "Progressive Renal Atrophy in Hypertension Patients with >60% Renal Artery Diameter Reduction: A Prospective Duplex Evaluation." Guzman, R., Isaacson, J., Zierler, R., New Orleans, Louisiana, November 16-19, 1992.

Abstract accepted to 10th Annual Meeting-Pacific Northwest Vascular Society, "Noninvasive Screening for Renal Artery Stenosis: Comparison of Renal Artery and Renal Hilar Duplex Scanning." Zierler, R., Isaacson, J., Strandness, Tacoma, WA. November12. 1992.

Abstract accepted to the American Society of Hypertension, "Prevalence of Carotid and Lower Extremity Arterial Disease in Patients with Renal Artery Stenosis. Louie, J, Isaacson J., Zierler, R. Strandness, D., May 19-22.

Abstract accepted to the Society of Vascular Technology, "A method for minimizing variability in kidney length measurements during renal artery duplex scanning, " Isaacson, J., Zierler, R., Strandess, D., will be presented at the 16th Annual Conference fore the Society of Vascular Technology in Washington DCS on June 3, 1993.

Abstract accepted to the Society of Vascular Technology, "Hemodynamic parameters for diagnosis of advanced renal artery stenosis by duplex ultrasound," Louie, J, Isaacson J., Zeierler, R, Strandness, D., presented at the 16th Annual Conference fore the Society of Vascular Technology in Washington DC on June 4, 1993.

Abstract accepted to the Society of Vascular Surgery, "Natural History of renal artery stenosis: A prospective study with duplex ultrasound, Ziegler, R., Isaacson, J., Strandness, D., presented at the annual conference for the Society of Vascular Surgeons in Washington DC, in June 1993.

Professional Videotapes and Numerous Presentations

Sophia Lyn Nathenson, Ph.D.

Oregon Institute of Technology
Department of Humanities and Social Sciences
(541) 885-1532

sophialyn.nathenson@oit.edu

Current Positions

Assistant Professor, Department of Humanities and Social Sciences, Oregon Institute of Technology
Program Director, Population Health Management Program, Oregon Institute of Technology
Research Consultant and Educator, Hope Rising, Klamath Falls, Oregon

Education

Ph.D. Sociology, University of Utah (2012)
 Dissertation: "Religion, Spirituality & Aging: A Longitudinal Study of Mental and Physical Coping"

 Demonstrated Areas of Expertise
 Demography & Health
 Medical Sociology, Integrative Medicine & Aging

M.S. Sociology, University of Utah (2009)
 Thesis: "Complementary and Alternative Medicine: Associations with Preventive Health Behavior"

B.S. Psychology with Spanish Minor, cum laude, University of Tulsa (2006)
 Study Abroad, Charles University-Prague (2005)
 Study Abroad, Universidad Rey Juan Carlos-Madrid (2004)
 Certificate, Teaching English as a Foreign Language, Bridge Linguatec (2006)

Teaching and Research Expertise

Medical Sociology
Population Health
Complementary and Integrative Medicine
Social Demography
Religion, Spirituality and Health
Qualitative and Quantitative Research Methods
Applied Sociology
Aging Research and Gerontology
Social Epidemiology

Teaching Experience

Oregon Institute of Technology
Introduction to Sociology
Medical Sociology
Global Population Health
Health Inequality and Cultural Competency
Sociology of Popular Film
University of Utah
Population and Society

Diversity Service Learning
Social Problems
Juvenile Delinquency
Social Problems in Utah
Statistics for Social Sciences Lab
Westminster College
Introduction to Sociology

Institutional Service

Oregon Institute of Technology
Advising Coordinator, Department of Humanities and Social Sciences
Assessment Coordinator, Department of Humanities and Social Sciences
Faculty Advisor, Women's Resource Center
Advising Commission Representative (2013- Present)
Assessment Commission Representative (2013-Present)
Curriculum Planning Commission Representative (2013-Present)
Elections Committee Representative (2013-Present)
Masters in Allied Health Development Committee Representative (2012-Present)
Retention Committee Representative (2013-Present)
Tech Reader/Advisor: Katie Iorg, Damon Lerma, Kaitlyn Clark, Larissa Omura
Invited Lecture: "Global Population Health", Oregon Health Sciences University Nursing Program, Spring 2013
Invited Lecture: "Sociology, Population and Sustainability", Sustainability Course, Spring 2013
University of Utah
Social Dialogue: A Journal for Undergraduate Research, Editor (2010-Present)
Graduate Student Professional Development, Student Director and Organizer (2009-2011)
Graduate Student Advisory Committee, Graduate Sociology Government Representative (2010-2012)
Integrated Service Scholar Program, Project Advisor (2011-2012)
Center for Teaching and Learning Excellence, Orientation Trainer and Organizer (2010-2011)
Weber State University, University of Utah Ambassador (2010-2011)
Mekong Conference on Challenges to Human Development, Session Moderator and Discussant (2011)

Community Service and Education Positions

Klamath Falls, Oregon
Hope Rising, Board Chair (2013-Present)
Youth Rising, Youth Participatory Action Research Educator (2015)
Youth Summit, Session Leader and Key Note (2015)
Rotary, Group Study Exchange (2014)
Discover Klamath, Tourism Center (2013-Present)
KTEC, Community Host (2013-Present)
Roosevelt Elementary, Enrichment Club Educator (2012-2013)

Salt Lake City, Utah
Student-Athlete Services and Academics, Educator (2008-2010)
Institute for Public and International Affairs, Research Assistant and Journal Reviewer (2008-2009)
Federal Heights Nursing Home and Rehabilitation Center, Patient Mentor (2008-Present)

Prague, Czech Republic
School in Nature Program, Camp Director and Educator (2007)
Bumble Bee International Preschool, Educator (2006-2007)
Zavody Zduchovice Equestrian Camp, English Instructor (2006)
Nature Care Healing Center (2006-2007)

Tulsa, Oklahoma
Rogers High School, ESL Algebra Instructor (2004-2005)
Big Brothers, Big Sisters, Youth Mentor (2002-2006)

Lincoln, Nebraska
Child Advocacy Center, Abuse Reports Assistant (2004-2005)
Madonna Rehabilitation Hospital (1999-2002)

Publication Record

Nathenson, Sophia Lyn & P. A. Nathenson. "Implementing the New CARF Wellness Standards" Accepted April 2015-Journal of Rehab Nursing

Nathenson, Sophia Lyn & P. A. Nathenson. "Integrating Holistic Practice in Nursing Rehabilitation: A Salutogenic Model" Accepted October 2012-Journal of Rehab Nursing

Nathenson, Sophia Lyn &Ming Wen. (2011) "Religiousness, Physical Activity and Obesity in Older Cancer Survivors." 2011. *International Journal of Religion, Spirituality and Society.*

Nathenson, Sophia Lyn. (2011). "Blogging, Experiential Learning and Teaching Sociology." *Ubiquitous Learning: An International Journal,* 3 (2): 63-72.

Nathenson, Sophia Lyn. (2010) "Critical Theory and Medical Care in America" *Sociology Compass,* 4(1): 1043-1053.

Nathenson, Sophia Lyn. "Mormon Women Energy Healers: Attitudes and Perceived Acceptance." Accepted October 2012- Journal for Inter-Religious Dialogue

Nathenson, Sophia Lyn. (2011). "Alzheimer's and Spirituality: Pathway to the Present." *The Independent,* March 18, 2011.

Nathenson, Sophia Lyn. (2011). "Indigenous Health". *Encyclopedia of Quality of Life Research.* August 12, 2011.

Nathenson, Sophia Lyn. (2011). "What are you going to do when you graduate? Preparing now for your future." *University of Utah Chronicle.* March 10, 2011.

Nathenson, Sophia Lyn and P. A. Nathenson. "Solving the Readmission Gap with a New Health Profession." Under Review- Population Health Management

Nathenson, Sophia Lyn. "Complementary and Alternative Medicine: Associations with Preventive Health Behavior." In process.

Nathenson, Sophia Lyn. "Effects of Religious Salience on Depression and Disability in Older Adults" In process.

Nathenson, Sophia Lyn. "Effects of Prayer and Meditation on Depression and Disability in Older Adults"-In process

Funding Support and Awards

Herbert Gustafson Fellowship for Quantitative Behavioral Sciences Research, University of Utah (2011)
College of Social and Behavioral Sciences Research Support, University of Utah (2010-2011)
TA Scholars Program Award, Center for Teaching and Learning Excellence (2009-2010)
Teaching and Research Assistantship, Department of Sociology, University of Utah (2008-2012)
Graduate Teaching Award, University of Utah, College of Social and Behavioral Sciences (2010)
Best Graduate Research Award, University of Utah, Department of Sociology (2009)
Presidential Scholar Award, University of Tulsa (2002-2006)
Phi Eta Sigma Honor Society, University of Tulsa (2006)
Dean's List, University of Tulsa (2002-2006)
National Merit Scholar, Lincoln Southeast (2002)

Presentations at Professional Meetings

"Population Health Management: New Roles" E-Innovation Health Convention. Portland, Oregon (2014)

"Population Health Management at Oregon Tech" Oregon Health Workforce Committee convention. Portland, Oregon (2013, 2014).

Nathenson, Sophia Lyn. "Making Higher Education Worth it by Making Healthcare Better." Health Ignite. Portland, Oregon (2014)

Nathenson, Sophia Lyn. Linking Medical Sociological Skill Sets to Emerging Healthcare Careers. *Association for Applied and Clinical Sociology.* Portland, Oregon (2013)

Nathenson, Sophia Lyn. Applying Medical Sociology to Health Care Reform. *American Sociological Association Annual Meeting.* San Francisco, California (2014)

Nathenson, Sophia Lyn. Religion, Spirituality and Aging. *Pacific Sociological Association Annual Conference.* Reno, Nevada (2013)

Nathenson, Sophia Lyn. Religious Salience and Health Behavior of Cancer Survivors: Obesity and Physical Activity. *Conference on Religion, Spirituality and Society.* Vancouver, British Columbia (2012)

Nathenson, Sophia Lyn. Does a Cancer Diagnosis Make You More Religious? *Western Social Science Association Annual Conference.* Salt Lake City, Utah (2011)

Nathenson, Sophia Lyn. Cancer and Religiosity: Results of a Longitudinal Study" *Pacific Sociological Association Annual Conference.* Seattle, Washington (2011)

Nathenson, Sophia Lyn. Sociology and Technology: An Integrative Model. *Ubiquitous Learning International Conference.* Vancouver, British Columbia (2010)

Nathenson, Sophia Lyn. Mormon Women Energy Healers: Attitudes and Perceived Acceptance. *Western Social Science Association Annual Conference.* Reno, Nevada (2010)

Nathenson, Sophia Lyn. Complementary and Alternative Medicine: Associations with Preventive Health Behavior. *Pacific Sociological Association Annual Conference* (2010)

Nathenson, Sophia Lyn. Internet, Technology and Health: Consequences of Increased Patient Access to Health Information Online. *Society for Interdisciplinary Study of Social Imagery Annual Conference.* Colorado Springs, Colorado (2009)

Nathenson, Sophia Lyn. Alternative Medicine: Holistic Health Philosophies and Preventive Self-Care *Western Social Science Association Annual Conference.* Albuquerque, New Mexico (2009)

Nathenson, Sophia Lyn. Complementary and Alternative Medicine: Correlates with Physical Activity. *International Policy and International Affairs International Symposium.* Salt Lake City, Utah (2008)

Nathenson, Sophia Lyn. Complementary and Alternative Medicine: Trends in the United States. *U.S. and China Health Conference.* Salt Lake City, Utah (2008)

Training

Statistical Horizons Course on Longitudinal Panel Data Analysis Using Stata. New York City (2012)
Duke University Center for Spirituality, Theology and Health Summer Research Workshop (2011)
Faculty Forum on Global Consciousness, Social Responsibility and Ethics, Westminster College (2011)
Faculty Training, Westminster College (2011)
TA Scholars Program, Center for Teaching & Learning Excellence, University of Utah (2010)
Community-Engaged Faculty Institute, Alta, Utah (2010)
Instructor Training, Department of Sociology, University of Utah. (2009)

Curriculum Vita of Debbie McCollam M.B.A.., RT (R)(M)

Name Deborah L. McCollam
Department Medical Imaging Technology
Academic Rank and Title Medical Imaging Department Chair, Professor
Year of OIT Employment 1995

Academic Degrees

M.B.A., Business Administration, Southern Oregon State College (1996)
B.S., Radiologic Technology, Oregon Institute of Technology (1990)

Professional Licenses and Certificates

Registered Technologist (Radiography): RT (ARRT), American Registry of Radiologic Technologists
Registered Technologist (Mammography)

Academic Experience

2010-current	Professor	Medical Imaging Technology, Oregon Institute of Technology
2002-2010	Associate Professor	Medical Imaging Technology, Oregon Institute of Technology
1995-01	Assistant Professor	Medical Imaging Technology, Oregon Institute of Technology
1992-94	Adjunct Instructor	Anatomy and Physiology & Imaging Labs, Oregon Institute of Technology

Professional Experience

1991-98	X-Ray Technologist and Mammographer, Merle West Medical Center, Klamath Falls, OR
1991-92	Nuclear Medicine Volunteer, Merle West Medical Center, Klamath Falls, OR
1990-91	X-Ray Technologist and Mammographer, Lebanon Community Hospital, Lebanan, OR

Scholarly Activities

Presentations

2015	"Breast Cancer Detection-Modalities, Methods and Controversies" ACERT Conference,
2010-present	MIT 103 Mammography presentation (every term)
2014	Fall Convocation – Team presentation of Promotion and Tenure Guidelines
2014	Mammography presentation to Diagnostic Medical Sonography students
2014	Local Technologists at OIT: Breast Cancer Detection-Modalities, Methods and Controversies
2014	Submitted Breast Cancer Detection presentation to ACERT – not accepted
2014	Mammography presentation at Clinical Instructor Workshop
2013	Moderator ACERT Conference, Las Vegas, NV
2010	Presented 5 hours of continuing education to Mammographers at Grand Rhonde Hospital
2008	ROAD pre-registration presentation
2003/04	Mammography In-service for DMS students
2005/06/07	Tech Trek
2003	Expand Your Horizons
2001	Mammographic Positioning Update, Klamath Radiology
2001	"MQSA Final Regulations with Inspection Guidance," ACERT Conference, Las Vegas, NV
2001	"MQSA Final Regulations with Inspection Guidance, OIT Cont. Ed. Conference, Klamath
2000	"The WEB Education, ACERT Conference, Las Vegas, NV
1999	"Expand Your Horizons," for Klamath, Lake, Modoc County, City Schools,8th grade boys
1998-2006	Instructor for Student Success Seminars
1998	"Mammography Quality Standards," ACERT Conference, Las Vegas, NV
1998	"Distance Education," ACERT Education Conference, Las Vegas, NV
1997	"Mammography Quality Standards," ACERT Conference, Las Vegas, NV
1997	"Expand Your Horizons, OIT Metro Campus
1997	"Interactive Trauma Radiography," ACERT Conference, Las Vegas, NV
1996-2001	"Expand Your Horizons," for Klamath, Lake, Modoc County, City Schools,8th grade girls

Other Academic Duties

Medical Imaging Technology Chair
Medical Imaging Technology Advising Coordinator
Medical Imaging Technology Selection Chair

Committee Assignments at Oregon Institute of Technology (1995-present)

Provost's Council (current)
Academic Council (current)
Fiscal Operations Advisory Council (current)
ISLO Communication Subcommittee (current)
Faculty Appeals - Senate (Current)
Radiation Safety (2014-current)
Facilities Planning commission (2013-current)
Online Learning and Advisory Council (OLAC) (2013-current)
Master's in Allied Health (2012-current)
PAC (2011-2014)
ETM Post tenure review committee (2013/14)
Chair Advising Coordinator Commission (2008/09, 2011/12)
Member Advising Coordinator Commission (2009-2010)
Chair Academic Standards Committee(2008-2009)
Academic Standards Committee(2005 -2011)
Curriculum Planning Commission (CPC) (2010/11 & 2012/13)
Senate Executive Committee (2008-2012)
Senate (2008-2012)
Faculty Senate President (2009-2010)
Financial Aid
Academic Progress and Progression (AP&P)
International Committee

MIT Departmental Committees

Chair MIT Selection Committee (2004-2009, 2010-2011, 2012-2014)
Ad Hoc MIT 103 revision (2011-2012)
Ad Hoc MIT Drug Policy (2012-2013)

Memberships

American Society Engineering (ASEE)
American Registry of Radiologic Technologists (ARRT)
American Society of Radiologic Technologists (ASRT)
Association of Collegiate Educators in Radiologic Technology(ACERT)

Continuing Professional Education

Year	
2015	ACERT Annual Conference, Las Vegas, NV
2015	Speaker CE for ACERT Annual Conference, Las Vegas, NV
2014	ACERT Annual Conference, Las Vegas, NV
2013	Speaker CE for Local Techs: Breast Cancer Detection-Modalities, Methods and Controversies
2013	"Benign Breast Disease," "Breast Ultrasound Elastography," "Breast Cancer: Age-Related Factors," "Stopping the Chain of Infection in the Radiology Suite," "Patient Care in Imaging Technology"
2012	"Domestic Violence," "Diagnosis & Treatment of Scaphoid Fractures" "Alzheimers Disease and Imaging - The Basics"
2011	ACERT Annual Conference. Las Vegas, NV

2010	MTMI 2 day Breast Ultrasound Training, Las Vegas, NV
2010	Synapse PACS Applications, OIT
2009	ACERT Annual Conference, Las Vega, NV
2008	ACERT Annual Conference, Las Vegas, NV
2007	Onsite-Digital Mammography and Radiography training
2007	Mammography Conference, Medford, OR
2007	MTMI Mammography Conference, Portland, OR
2006	Mammography Conference, Medford, OR
2006	MTMI Mammography Conference, Portland, OR
2005	ACERT Annual Conference, Las Vegas, NV
2004	ACERT Annual Conference, Las Vegas, NV
2003	ACERT Annual Conference, Las Vegas, NV
2001	OIT Continuing Education Seminar
2001	ACERT Annual Conference, Las Vegas, NV
2000	ACERT Annual Conference, Las Vegas, NV
1999	ACERT Annual Conference, Las Vegas, NV
1999	Symposium on Breast Cancer, San Francisco, CA
1998	ACERT Annual Conference, Las Vegas, NV
1997	Instrumentarian Mammography CE Seminar, Portland, OR
1997	OIT Continuing Education Seminar

Other Activities

OIT Cheer Club Advisor (2014-current)
OIT Recruitment Advisor for Alpha Sigma Alpha(2009 – 2012)
Secretary of Friends of Wiard Park (2004-Current)
Volunteer at Ferguson Grade School
Tae Kwon Do coach and instructor
Modoc Point Irrigation Committee Representative

APPENDIX A8

David Adams, Echo Supervisor / Researcher Duke University
"I like this pathway much more than the Advanced Cardiac Sonographer, it's broader so will open more doors for those wanting to go beyond their current career choices.
It will compete in the echo world with the ASC programs but I don't know of any ASC Master's program that is up and running. Well I like your plan a lot better than the ACS one."

Anne Marie Kupinski, PhD Owner and president of North Country Vascular Diagnostics, Inc., Altamont, NY and Clinical Associate Professor of Radiology at Albany Medical College., Albany NY.

"I have read through the proposal. I really do not know too much about such proposals but it appears to be very comprehensive. I like the idea of an Allied Health Master's program. It seems that it would benefit a number of individuals in multiple fields. Most of the courses are useful no matter what the discipline. As you know, much of what is learned in college is critical thinking skills and problem solving.

I assume that the required courses were selected following along other similar Masters programs. I do have a suggestion in that I think a biostatistics course would be beneficial no matter what a person's specific field of interest and thus should not be one of the electives. We are constantly analyzing data or reviewing material with statistical data. It is very helpful for folks to have a good understanding about statistics. Some publications and certainly the media tend to manipulate data to have it say what they want it to say. But – this is just a thought.

Anyway, this does seem like a great proposal."

Claudia Rumwell RN, RVT Author, Consultant, Past Administer Oregon Health Sciences

Your committee did a great job on this proposal, Janette. I am very impressed. I read every page and find it to be very detailed and complete. I think it's a great idea and from your survey work, it looks like both employers and students do too. If I were a bit younger, I would enroll. :-) There is a great need for an additional level of degree. The BSVT for instance, is terrific, but it lacks, as you have spelled out in this proposal, the classes that discuss the more advanced topics that you well described. I am very excited about what this degree will provide the student who acquires it. It gives that student who wants to better themselves beyond what they already have... more of an edge in moving up into management and/or teaching. I love the idea of a two year or complete this in two years and have the capability to do so. You thought of everything.

Thank you for the opportunity to read through this very thorough proposal. You have done an excellent job. Best to you, Claudia

APPENDIX A9
NATIONAL CENTER FOR HEALTHCARE LEADERSHIP MODEL
NCHL Health Leadership Competency Model™

The NCHL Health Leadership Competency Model™was developed to provide the field with a comprehensive, validated competency model that will be suitable as the foundation for a breadth of leadership assessment and development applications. To ensure relevance to leaders from across disciplines, the Model was developed and validated utilizing interdisciplinary subject matter experts, and was refined in collaboration with industrial and educational psychologists. The resulting model has been adapted for use extensively in healthcare settings, and is now the leading model in use by accredited graduate programs in healthcare management, according to research conducted by CAHME.

TRANSFORMATION
Achievement Orientation
Analytical Thinking
Community Orientation
Financial Skills
Information Seeking
Innovative Thinking
Strategic Orientation

EXECUTION
Accountability
Change Leadership
Collaboration
Communication Skills
Impact and Influence
Information Technology
  Management
Initiative
Organizational Awareness
Performance Measurement
Process Management /
  Organizational Design
Project Management

HEALTH LEADERSHIP

PEOPLE
Human Resources
  Management
Interpersonal
  Understanding
Professionalism
Relationship Building
Self Confidence
Self Development
Talent Development
Team Leadership

DISCUSSION ITEM
Agenda Item No. 4.3
Title IX and Violence Against Women Act

Summary

A verbal report will be given addressing how Oregon Tech complies with Title IX and the Violence Against Women Act.

Background

Title IX

The U.S. Department of Education's Office of Civil Rights enforces Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. Title IX states that:

> No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Educational programs and activities that receive federal funds must operate in a nondiscriminatory manner. Some key issue areas in which recipients have Title IX obligations are: recruitment, admissions, and counseling; financial assistance; athletics; sex-based harassment; treatment of pregnant and parenting students; discipline; single-sex education; and employment. Also, a recipient may not retaliate against any person for opposing an unlawful educational practice or policy, or made charges, testified or participated in any complaint action under Title IX.

Violence Against Women Act

In 1994 Congress passed the Violence Against Women Act (VAWA) in recognition of the severity of crimes associated with domestic violence, sexual assault, and stalking. This Act enhances the investigation and prosecution of violent crimes against women.

The Office on Violence Against Women (OVW) administers grant programs, established under VAWA and subsequent legislation. When funding is provided to institutions of higher education the entities work toward developing more effective responses to violence against women through activities that include direct services and crisis intervention.

Staff Recommendation

No action required.

Attachments

None.