

**Agendum  
Oakland University  
Board of Trustees Formal Session  
April 14, 2022**

**BACHELOR OF SCIENCE - INTERDISCIPLINARY HEALTHCARE STUDIES**

1. **Division and Department:** Academic Affairs, School of Health Sciences, Department of Interdisciplinary Health Sciences.
2. **Introduction:** Oakland University (OU) proposes a new undergraduate degree program in Interdisciplinary Healthcare Studies, within the Department of Interdisciplinary Health Sciences (IDH), in the School of Health Sciences (SHS). The impetus to develop this new program is twofold: It fills a gap in the SHS programming, thus improving student retention, and it aligns with current occupational needs in the healthcare sector.

During academic year 2019-2020, the dean of the school of health sciences, in collaboration with the chair of interdisciplinary health sciences, recommended that the IDH department consider the development of a new undergraduate program that would fill a gap in current SHS programming. After studying the SHS undergraduate offerings and coordinating with the director of advising, we noticed that within the SHS, all our undergraduate degrees have a clinical focus. The gap is that we do not currently offer a non-clinical undergraduate degree in health sciences.

Since all majors or programs in the SHS are direct care or clinical in nature, students who do not wish to pursue clinical professions find themselves without a pathway to successfully completing their degrees. This delays their graduation, and/ or decreases retention. Therefore, this program of study in interdisciplinary healthcare studies offers an opportunity to acquire expertise in health sciences that will allow students to pursue a degree that complements their need to remain in the healthcare field and be employed in administrative or healthcare supportive positions rather than direct clinical care provision. This degree has the potential to retain SHS students in particular, and OU in general.

The incentive to develop this program also comes from current demographic trends in the United States, namely a growing aging population in need of increasing healthcare services. Healthcare settings are large, complex systems that engage a variety of occupations. Many of these occupations are administrative, thus requiring a robust training in human behavior and systems thinking from across multiple disciplinary perspectives. These non-clinical occupations tend to be less visible to students when they enter college, but they

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are, nonetheless, the backbone of healthcare system operations. The United States Bureau of Labor Statistics states that “employment of healthcare occupations are projected to grow 14% from 2018 to 2028, much faster than the average for all occupations, adding about 1.9 million new jobs.”<sup>1</sup> The proposed new program will address the need to prepare students in non-clinical healthcare occupations, thus attracting a new pool of students to our university.

The field of health sciences is diverse and encompasses many areas of study, disciplines and scientific methodologies and IDH harnesses expertise in the following areas: health education, health behavior, healthcare systems, community health, disability studies, and health/ healthcare research from diverse disciplines, including anthropology, sociology, nutrition, public health, and health program planning and implementation.

The curriculum consists of five main cores for a total of 120 credits: science of the body (12 credits of natural science courses to familiarize students with biological and health science scientific understanding of the physical body), social science (30 credits of social sciences courses across multiple disciplines to learn about multiple perspectives, theories of behavior, and environmental factors that affect human health), healthcare systems and leadership (15 credits of social science courses from multiple disciplines specific to ethics, leadership and healthcare management), Information literacy (17 credits in research methods, health literacy and information systems), and knowledge integration and application (14 credits that center on application of knowledge to understand disease management, health care ethics, dissemination of health information, and service learning). The curriculum is cross-disciplinary and leverages the expertise of several departments and units on campus.

**Need for the Interdisciplinary Healthcare Studies degree at Oakland University**

A large number of students who matriculate into the SHS pursue a Bachelor of Health Science with a concentration in pre-health professionals. This is the largest major in SHS and prepares students for clinically oriented careers. The required courses in this major generally prepare students for entry into clinical postgraduate programs like medicine, nursing, and physician assistant, and, as

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<sup>1</sup> <https://www.bls.gov/ooh/healthcare/home.htm>

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such, include a high number of natural science courses. Feedback from students and the SHS Advising Office indicates that some students realize during their studies that they no longer want to be a direct care provider, but still desire a health-related career. Those students often feel discouraged by the current choices of majors in health-related disciplines and may leave the SHS in search of programs that fit their needs. Some may drop out of OU altogether.

As previously mentioned, students who do not wish to pursue clinical professions find themselves without a pathway to successfully completing their degrees. Therefore, this program of study in interdisciplinary healthcare studies offers an opportunity to acquire expertise in health sciences that will retain students at OU who will successfully graduate in a timely fashion.

Currently, in Michigan, there are undergraduate degrees in interdisciplinary healthcare studies offered at peer institutions. They have several different names for these degrees and are located in a variety of departments or units within these academic institutions.

In summary, the Bachelor of Science in Interdisciplinary Healthcare Studies will attract a new pool of students who are interested in a variety of non-clinical, health-related careers, as well as provide career-oriented options for students who originally envisioned becoming clinicians but who now wish to work within the broader Interdisciplinary Healthcare Studies. This new program will assist OU in retaining current students by supporting their interests and offering pathways to degree completion. It will benefit OU by attracting new students by offering degree options similar to other state and national institutions.

3. **Previous Board Action:** None.
4. **Budget Implications:** Enrollment is anticipated to come from a combination of new students enrolling at Oakland University and existing students from health-related programs that are not meeting their career needs. Tuition revenue projections are based on 120 total required credits in the proposed plan of study and the suggested course sequencing across four years of study in the degree program. The budget is projected to reach a steady state in Year 6 of the program. Expenses include salaries and operating costs. To meet the needs of developing and delivering our new courses and additional sections of existing courses in the interdisciplinary healthcare studies degree, we are requesting two

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special instructors and one tenure-track faculty positions. One special instructor will be hired in Year 2, one tenure-track in Year 3 and a second special instructor in Year 3. Graduate assistants are budgeted to start in the second year, and continuing on thereafter. Other expenses include part-time faculty, supplies and services, tuition to cover graduate assistants, administrative travel, funding for recruitment and advertising for the new major, and library expenses. The proforma budget is included as Attachment B.

5. **Educational Implications:** The IHCS degree will be a unique program to Oakland University and differs from any current offerings in the School of Health Sciences. A very important educational implication of this new degree is the retention of OU students who wish to have a career in health but do not wish to become direct care providers. The Department of Interdisciplinary Health Sciences (IDH) is home to many of the core health science degrees offered at OU, and IDH faculty are active researchers in the fields of clinical medicine and social science, making IHCS a strong addition to currently established programs. Students will have the opportunity to engage in service learning during their final year of study, where they will apply healthcare knowledge learned during their studies in a healthcare field of their choosing, including possible sites where they already work. The goal of this service learning opportunity is to actively engage students to apply their classroom knowledge in practice settings.
6. **Personnel Implications:** The proposed program will utilize existing clerical support for the IDH within SHS. One faculty member will be designated as the director of the proposed program. To meet the needs of developing and delivering our new courses and additional sections of existing courses in the interdisciplinary healthcare studies degree, we are requesting two special instructor and one tenure-track faculty positions.
7. **University Reviews/Approvals:** This proposal for the interdisciplinary healthcare studies degree program was reviewed and approved by the School of Health Sciences Assembly, the University Council on Instruction, the OU Senate, and the Executive Vice President for Academic Affairs and Provost.
8. **Recommendation:**  
WHEREAS, the interdisciplinary healthcare studies degree program is consistent with the objectives contained in Oakland University's Institutional Priorities; and



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WHEREAS, the interdisciplinary healthcare studies degree program will build on the academic and research strengths in the Department of Interdisciplinary Health Sciences and provide new educational and community engagement opportunities in the field of healthcare; now, therefore be it

RESOLVED, that the Board of Trustees authorizes the School of Health Sciences to offer an interdisciplinary healthcare studies degree program; and, be it further

RESOLVED, that the Executive Vice President for Academic Affairs and Provost will complete annual reviews of the interdisciplinary healthcare studies degree program to evaluate academic quality and fiscal viability to determine whether the program should continue.

**9. Attachments:**

- A. Proposal for the interdisciplinary healthcare studies degree program
- B. Proforma budget for the interdisciplinary healthcare studies degree program

Submitted to the President  
on 4/12, 2022 by



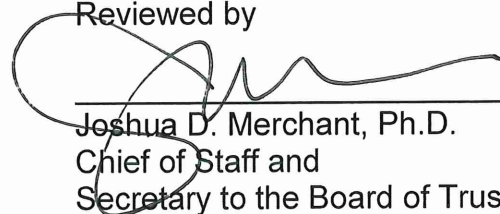
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Britt Rios-Ellis, M.S., Ph.D.  
Executive Vice President for  
Academic Affairs and Provost

Recommended on 4/12, 2022  
to the Board for approval by



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Ora Hirsch Pescovitz, M.D.  
President

Reviewed by



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Joshua D. Merchant, Ph.D.  
Chief of Staff and  
Secretary to the Board of Trustees

# BS in Interdisciplinary Healthcare Studies Program Proposal

## I. RATIONALE

### 1. Program Need

One impetus for the development of this new program of study comes from the changing demographics and needs of the United States population, namely a growing aging population in need of increasing healthcare services. It is no secret that the United States healthcare system is technologically advanced but costly, difficult to navigate, slow to adopt new scientific evidence, and often fractured in addressing the needs of vulnerable populations.

Healthcare settings are large, complex systems that engage a variety of occupations. Many of these occupations are administrative thus requiring a robust training in human behavior and systems thinking, from across multiple disciplinary perspectives. These non-clinical occupations tend to be less visible to students when they enter college but they are nonetheless the backbone of healthcare systems operations. In fact, the United States Department of Labor Statistics states that

“[e]mployment of healthcare occupations is projected to grow 14 percent from 2018 to 2028, much faster than the average for all occupations, adding about 1.9 million new jobs. Healthcare occupations are projected to add more jobs than any of the other occupational groups. This projected growth is mainly due to an aging population, leading to greater demand for healthcare services.”

<https://www.bls.gov/ooh/healthcare/home.htm>

The proposed new program will address the need to prepare students in non-clinical healthcare occupations.

Another impetus for the development of this new program comes from a publication by the National Academy of Medicine (formerly the National Institutes of Medicine) which recently published a framework to guide improvements in our advanced - though costly and flawed healthcare system - therein identifying several imperative skills that future healthcare professionals (administrative and direct care) need in order to achieve efficiencies and health improvements within the system. These include:

- evidence-based practice
- patient and family centered care
- interdisciplinary team skills, and
- health literacy

These skills call for an interdisciplinary training approach in healthcare and related careers, which stimulated the development of the proposed B.S. in Interdisciplinary Healthcare Studies degree.

This new degree option will be housed within the School of Health Sciences (SHS), in the Department of Interdisciplinary Health Sciences (IDH) at Oakland University. The field of health sciences is diverse and encompasses many areas of study, disciplines and scientific methodologies and IDH harnesses expertise in the following areas: health education, health behavior, healthcare systems, community health, disability studies, and health/ healthcare research from diverse disciplines, including anthropology, sociology, nutrition, public health, health program planning and implementation.

#### Program need specific to School of Health Sciences students

A large number of students who matriculate into the SHS pursue a Bachelor of Health Science with a concentration in Pre-Health Professionals. This is the largest major in SHS and prepares students for clinically oriented careers. The required courses in this major generally prepare students for entry into clinical postgraduate programs like medicine, nursing, and physician assistant, and, as such, include a high number of natural science courses. Feedback from students and the SHS Advising Office indicates that some students realize during their studies that they no longer want to be a direct care provider, but still desire a health-related career. Those students often feel discouraged by the current choices of majors in health-related disciplines, and may leave the SHS in search of programs that fit their needs. Some may drop out of OU altogether. All majors or programs in the SHS are direct care or clinical in nature, and students who do not wish to pursue clinical professions find themselves without a pathway to successfully completing their degrees. This may delay their graduation, and/or decrease retention. Therefore, this program of study in Interdisciplinary Healthcare Studies offers an opportunity to acquire expertise in health sciences that will allow students to pursue a degree that complements their needs to remain in the healthcare field and be employed in administrative or healthcare supportive positions rather than direct clinical care provision.

This degree prepares students for non-clinical positions in healthcare. Graduates may work in a variety of settings including governmental agencies, health departments, non-profit organizations, academic settings, insurance companies, pharmaceutical companies, and at various healthcare facilities. Job titles may include:

- Case Manager
- Clinical Research Coordinator
- Community Health Educator
- Health Coach
- Healthcare Coordinator
- Healthcare Knowledge Broker
- Health Services Evaluator
- Patient Care Coordinator
- Health Policy/ Advocate Fellow
- Research Associate/Project Manager

This degree can also help support students to pursue graduate degrees in Healthcare Management, Healthcare Marketing, Community Health, Public Health, Healthcare Policy, and Healthcare Advocacy. Students may also choose to continue their education in graduate degrees and careers in clinical health professions including Nursing, Medicine, and Rehabilitation Practitioners like Physical and Occupational Therapy, though additional elective courses will be needed to meet the prerequisite admissions requirements.

This forward-thinking degree is similar to programs that have been recently developed at institutions with an interdisciplinary view of careers in Interdisciplinary Healthcare Studies. These include Western Michigan University's BS in Health Services, University of Michigan, Dearborn's BS in Health and Human Services, Butler University's BS in Health Science - Healthcare and Business, Columbia University's Mailman School of Public Health's MS in Sociomedical Sciences, and Rowan University's minor in Medical Social Science.

## 2. How Program Will Promote the Role and Mission of the University and the School of Health Sciences

This new degree was developed collaboratively across several department of the Oakland University main campus. The idea of this degree was founded by Dr. Christina Papadimitriou in close collaboration with the Director of Advising in SHS, Michelle Southward, and the then Chair of IDH, Dr. Jennifer Lucarelli. As soon as we formulated the idea of this degree, we worked closely with several faculty and chairs from across campus including the then Associate Dean of the SBA, Dr. Nivedita Mukerji, Chair of Philosophy, Dr. Mark Navin, Chair of Communications, Dr. Youngist, and Chair of Sociology, Dr. Jo Reger. These collaborators offered feedback and constructive critique of the curriculum and Drs. Papadimitriou and Lucarelli adjusted and revised courses, sequencing, and developed new courses to address the needs of the major. It was not

always possible to meet the needs of all collaborators. We aimed for breadth of courses included in the required curriculum and left 12 credits for students to use for their desired minors. In that way, we used the traditional liberal arts model to organize a course of study that allows for flexibility and user-friendliness.

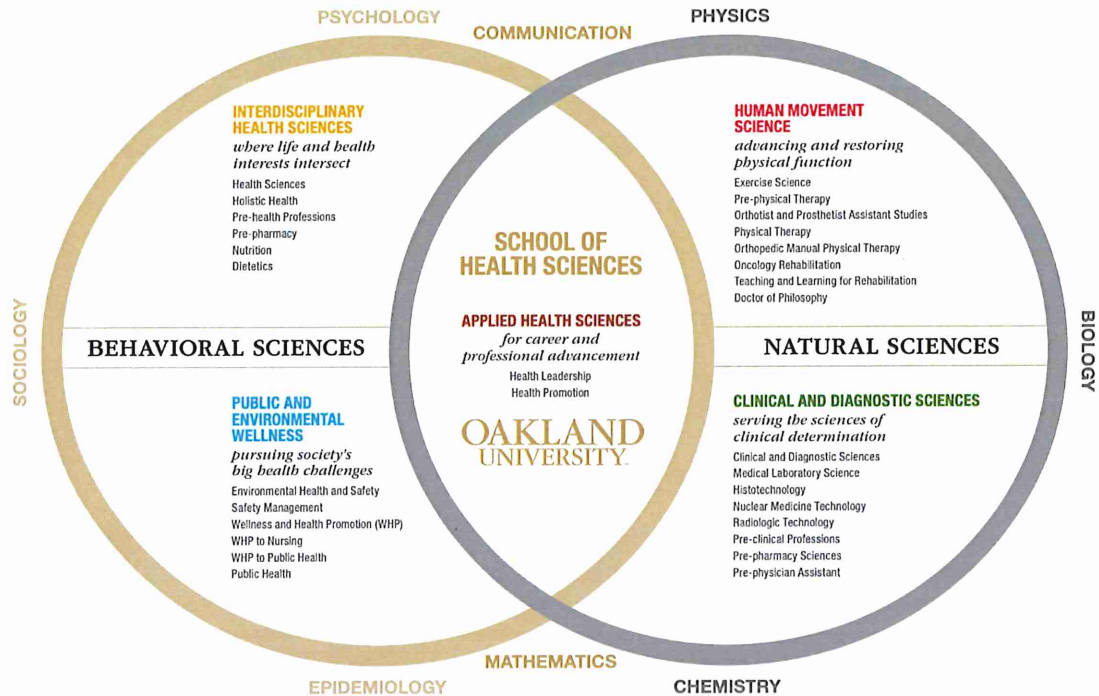
Oakland University's mission is to "cultivate the full potential of a diverse and inclusive community." **The development of this major aligns with this mission because it responds to the current needs of the healthcare industry as well as the interests of current and future students to diversify our current undergraduate offerings and curricula.** Furthermore, this major includes a robust training in research methods and information literacy as well as service learning components that address the 2nd ("Goal 2: Be recognized as a strong research and scholarly environment focused on creative endeavors and on the discovery, dissemination, and utilization of knowledge") and 3rd ("Goal 3: Become a leader in serving the needs and aspirations of our communities and region through expanded community relationships, institutional reputation and visibility, and engagement") strategic goals of the university.

The SHS aims to provide "clinical and community-based opportunities" for students to learn, serve, and/or participate in research within health and wellness areas with the goal of transforming "students into leaders, impacting the health needs of communities." **Creating an Interdisciplinary Healthcare Studies major directly supports the mission of the School by training future health professionals in understanding the complexities of and working within healthcare settings in ethical, collaborative, and systematic ways.** This major will accomplish this through its cross-disciplinary curriculum, designed specifically to offer undergraduate students a well-rounded approach to understanding healthcare.

This major will further support the SHS mission because it builds a unique degree option that the field of healthcare needs, and provides a fertile and diverse ground to build a graduate program (e.g. master's, or PhD in Health Sciences). This major aligns with the foundational model (Figure 1) of the SHS, which is at its core multi- and cross-disciplinary, theory-driven, and practice-oriented. The SHS Foundational model combines natural and behavioral sciences to address health and health-related topics.

Figure 1: School of Health Sciences Foundational Model





In summary, the BS in Interdisciplinary Healthcare Studies will attract a new pool of students who are interested in a variety of health-related careers that are non-clinical in nature, as well as provide career-oriented options for students who originally envisioned becoming clinicians but who now wish to work within the broader Interdisciplinary Healthcare Studies. As such, this new program will assist OU retain current students by supporting their interests and offering pathways to degree completion. This new program will benefit OU by attracting new students because it will now offer degree options that similar state and national institutions offer.

How is this program different from current programs in the School of Health Sciences?

The current undergraduate programs offered in the SHS are:  
 List here

Point out these are all direct care programs. We do have some minors that are not clinical such as Community Engagement, and we have the MPH which is also non-clinical.

### 3. Program Goals

Upon completion of this program, students will be able to:

1. **Apply** ethical, professional, collaborative, and culturally-sensitive behaviors within communities and healthcare settings.
2. **Integrate** knowledge and skills from multiple scientific perspectives to understand the social determinants of health and unpack systemic healthcare problems (including racism, unequal access, gender inequities, and ableism).
3. **Locate, critically analyze,** and **apply** data in a manner that supports evidence-based healthcare practice.
4. **Communicate** effectively with laypersons and healthcare professionals on a variety of health and healthcare related topics.

#### 4. Comparison to Similar Programs

Undergraduate degrees in Interdisciplinary Healthcare Studies are offered within the state of Michigan and outside state lines. They have several different names and are located in a variety of departments or units within academic institutions. Nonetheless, all such curricula engage faculty from a variety of disciplines, and are cross-, multi-, or inter- disciplinary. Most of them include social science courses that address topics in theory, health behavior, research methods, as well as courses in management, biology, and ethics. In Table 1 we present similar degrees within the state of Michigan. The undergraduate offerings are similar but not identical and are nested within a variety of academic units, therefore attracting students from within and outside health sciences. In Table 2 we present examples of similar programs offered outside the state of Michigan. These programs show the inter- and cross- disciplinary curricular content which often represent the unique focus and nature of the degree programs and units they are nested in.

Table 1. Interdisciplinary Healthcare Studies Degrees Offered at Universities Within Michigan

School	Undergraduate Major	Graduate Degree
Western Michigan University	<a href="#"><u>BS in Healthcare Services &amp; Sciences</u></a>	NA
University of Michigan, Dearborn	<a href="#"><u>BS in Health &amp; Human Services with concentration in Public Health with Business Studies as a Second Major</u></a> (in the College of Education, Health & Human Services)	MS in Health Information Technology

University of Michigan	<a href="#">Biology, Health &amp; Society</a> (in the College of Literature, Science, & the Arts)	MA in Health Management Administration; MPH; Executive MA in Health Administration
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Table 2. Interdisciplinary Healthcare Studies Degrees Offered at Peer Institutions Outside Michigan

School	Undergraduate Major	Graduate Degree
<a href="#">Columbia University, Mailman School of Public Health Program</a>	no	<a href="#">Sociomedical Sciences</a>
<a href="#">Rowan University</a>	<a href="#">Medical Social Sciences Program</a> (in the College of Humanities & Social Sciences)	yes
<a href="#">Butler University</a>	<a href="#">Health Sciences; Healthcare &amp; Business</a> (in the College of Pharmacy & Health Sciences)	yes

## II. ACADEMIC UNIT

### 1. How Program Supports Goals of the Unit

The Interdisciplinary Healthcare Studies major will be housed in the Interdisciplinary Health Science Department, in the School of Health Sciences, which aims to “advance the field of health sciences through interdisciplinary research and scholarship,” to utilize “evidence-based approaches that emphasize science within real-world contexts,” and to “prepare practitioners for a wide variety of health pursuits.” The Interdisciplinary Healthcare Studies major has been crafted explicitly with the intention of interdisciplinarity by articulate five cores: science of the body, social sciences, healthcare systems and leadership, information literacy, and knowledge integration and application. The required course plan includes courses from biology, sociology, economics, philosophy, operations management, and management information systems in addition to classes throughout the SHS. Graduating students will be equipped to pursue a variety of non-clinically oriented careers in health.

More specifically, this program of study will provide students with systems thinking and organizational learning competencies to prepare them to become the next generation of



healthcare professional workers. We will do this by training students to apply social determinants of health, organizational behavior, and Interdisciplinary Healthcare Studies science concepts to generate and implement health system improvement ideas. This way, students can collaborate effectively to identify and call on resources in the Interdisciplinary Healthcare Studies they work at to support optimal healthcare. This program will build and expand cross-disciplinary collaborations with other units inside and outside of the SHS among faculty and students. We believe these collaborations, which we have forged already with success, will benefit faculty by connecting them to each other's research and teaching interests, and break down some of the unintentional silos that exist in large universities. Students will benefit from cross-departmental collaboration because they will engage with faculty and students from diverse disciplines and perspectives about health and healthcare. Finally, this program can create a foundation upon which a master degree program can be designed that is cross-disciplinary, and capitalizes on current OU expertise.

## 2. Staffing Needs

The proposed program will utilize existing CT support for the IDH within SHS. One faculty member will be designated as the Director of the proposed program and will receive a 2-course workload reduction. To meet the needs of developing and delivering our new courses and additional sections of existing courses in the Interdisciplinary Healthcare Studies degree, we are requesting 2 Special Instructor and 1 Tenure-Track faculty positions.

One Special Instructor will be hired in Year 2, One Tenure-Track in Year 3 and a second Special Instructor in Year Three. Each Special Instructor will teach a total of 24 credits, and the tenure-track faculty will teach up to 18 credits. Part-time faculty will be utilized for years one and two while the full-time faculty are hired to teach out the added credits. Two full-time graduate assistants brought on in Year Two and will be utilized to aid in teaching service-learning courses. Teaching expertise sought after in new hires will include: research methods and statistics, disease management, health communication, healthcare comparative systems, community engagement, and bioethics. Experience with service-learning and community engagement will be emphasized.

In our **best-case scenario**, if we increase our student numbers to 30, we would need an additional tenure-track faculty member added in Year Four to teach the additional courses. Many of our existing courses would need sections added to teach an additional 30 students.

In our **worst-case scenario** with a max of 15 students, we would still need three new faculty members but we would not need any part time faculty in the first two years as these lower number of students could be included in the current courses offered. However, once we reach 15 additional students, we would need to add additional sections of even our existing courses because many of them are already at their maximum enrollment.

**Budget**

Please note we have added \$2500 per year to cover the computer costs for the new faculty.

We anticipate needing additional sections of the following courses (with newly developed courses being taught twice annually):

<b>Courses requiring additional capacity</b>	<b>Credits</b>	<b># of additional sections</b>	<b>Total new credit hours</b>
EHS 2550 Basic Statistics for Health Sciences	3	1	3
WHP 2800 Health Literacy	4	1	4
HS 2250 Research Methods in Health Science	3	1	3
HS 3500 Health Behavior Theories	3	1	3
PH 3000 Community and Public Health	3	1	3
HS 3430 Sociology of Health and Medicine	4	1	4
HS 3450 Leadership and Healthcare	4	1	4
HS 4100 Human Disease and Management (new)	3	2	6
HS 3440 Introduction to Community Engagement	4	1	4
WHP 4850 Population Health, Health Policy & Healthcare Delivery	4	1	4
HS 3300 Interdisciplinary Knowledge Application I (new)	2	2	4
HS 3320 Dissemination of Health Information and Research (new)	3	2	6
HS 3310 Interdisciplinary Knowledge Application II (new)	2	2	4
PH 4750 Global Health and Social Issues	4	1	4

HS 4500 Ethics in Healthcare	4	1	4
			60

### 3. Faculty Qualifications

In the Department of Interdisciplinary Health Sciences, there are seven tenure/ tenure-track faculty who have expertise in most of the areas needed in this major and can thus teach in it.

Specifically, Dr. Papadimitriou is a medical sociologist and conducts rehabilitation and disability-related studies. She is a federally and foundation funded researcher in health-related fields and can teach the following courses: SOC/ HS 3430 Sociology of Health & Medicine, HS 4500 Ethics in Healthcare, HS 2500 Research Methods in Health, and PH Social Determinants of Health. She can teach the new knowledge application courses: HS 3300/3310 Interdisciplinary Knowledge Applications I and II.

Dr. Rohn is a medical anthropologist and conducts federally funded and foundation research in rehabilitation and disability. He can teach SOC/ HS 3430 Sociology of Health & Medicine, HS 4500 Ethics in Healthcare, HS 2500 Research Methods in Health, and PH Social Determinants of Health, and Medical Anthropology. He designed and can teach the new knowledge application courses: HS 3300/3310 Interdisciplinary Knowledge Applications I and II.

Dr. Stevenson is an expert in health behaviors and public health. She teaches and conducts externally funded mixed-methods health research in the areas of community public health, food security, and global health. She teaches courses including HS3500 Health Behavior Theories, HS4500 Ethics in Health Care, and HS4750/PH4750 Global Health and Social Issues.

Dr. Lucarelli is the current Chair of IDH. She conducts community-based participatory research addressing social determinants of health with a focus on reducing health disparities. She has worked on policy, systems, and environmental interventions in a variety of community settings. With expertise in qualitative and quantitative research methodologies, Dr. Lucarelli serves as the Chair of the Healthy Pontiac, We Can! coalition, which includes over 50 partnering organizations. She also serves on the Executive Team of the Oakland County Sheriff PAL (Police Athletic League) program which provides recreation and enrichment opportunities to local youth. She teaches multiple courses in the SHS curricula including HS 3460 Community Engaged Research Methods, NTR 2500 Human Nutrition and Health, HS 2000 Introduction to Health &

Health Behaviors, PH 3000 Community & Public Health, and HS 2250 Research Methods in Health Sciences.

Dr. VanWassenova is an expert in health behaviors focusing on physical activity and nutrition behavior. Her research uses interdisciplinary approaches to increase physical activity and healthy eating. She teaches HS 2000 Introduction to Health and Health Behavior, NTR 2500 Human Nutrition and Health, and HS 3500 Health Behavior Theories.

Dr. Reznar is an expert in community nutrition, by definition an interdisciplinary field. She is an active researcher and has taught NTR 2500 Human Nutrition and Health, NTR 2600 Nutrition Assessment Methods, HS 2000 (Human Health & Behavior), HS 3000 Community & Public Health, and HS 2250 Research Methods in Health Science. She will participate in the HS 3300/3310 Interdisciplinary Knowledge Application & Service Learning course.

Dr. Lynch is a Registered Dietitian and the Director of the Nutrition program. She currently teaches NTR 4100 Lifecycle Nutrition and HS 2000 Introduction to Health and Health Behavior. She has designed the new science course HS 4100 Disease Management & Healthcare. She will participate in the HS 3300/3310 Interdisciplinary Knowledge Application & Service Learning course to assist us with alignment our program assessment and Knowledge Application core courses.

The following are instructors / part time faculty who will participate in this program:

Charlie Rinehart is an experienced lecturer and curriculum developer who specializes in the application of presentation and audience engagement. He participates in numerous service projects in the community, has created and teaches WHP 2800 Introduction to Health Literacy and WHP 3800 Persuasion and Marketing in Health in addition to teaching WHP 3600 Wellness Facilitation and courses in the department of Communication, Journalism and Public Relations. He works through a pedagogical philosophy of heavy student involvement and strong interaction between theory and application. In this program, he will be teaching WHP 2800, and HS 3320 Dissemination of Health Information and Research, which he designed.

Dr. Kate Masley is a medical and cultural anthropologist who has been teaching and mentoring undergraduate and graduate students in the health sciences since 2007. She has taught HS 4500 Ethics in Health Care, HS 3000 Community & Public Health and HS 2250 Research Methods in Health Science. In addition, Dr. Masley has worked in health care as a birth doula.

This major will also use the expertise of several faculty members from across the OU campus including faculty from SBA and CAS. We have been collaborating with leaders from CAS departments including the Chairs of Philosophy, Sociology, Communication, and the Associate Dean of SBA who have identified courses and faculty that will teach courses in this major. (see next section on Impact)

Faculty curriculum vitae can be found in Appendix A.

#### 4. Impact on Current Programs

The Interdisciplinary Healthcare Studies major will be a new major in the department of Interdisciplinary Health Science and it will complement the existing BS in Health Sciences. The new Interdisciplinary Healthcare Studies major has fewer natural science courses and more social science courses (from multiple disciplines including organizational behavior and information systems) that differentiates it from other SHS and IDH programs of study. This new major capitalizes on the expertise of current IDH faculty who have strong cross-disciplinary background and training in health-related fields, and who conduct federally and foundation funded health research. Furthermore, this new major uses the expertise of SHS faculty from other departments including Public and Environmental Wellness (PEW) and the Masters of Public Health (MPH) program who also have strong cross-disciplinary training in health and healthcare. As such, this major allows for collaboration within SHS departments and thus achieves the mission of SHS which is to educate students in health-related disciplines and promote research and community engagement to address the health needs of those we serve.

The Interdisciplinary Healthcare Studies major was developed in consultation with several units and departments across Oakland University's campus to define its goals and objectives. Specifically, we worked with the School of Business Administration (SBA), the departments of Philosophy, Communications, and Sociology, Anthropology, Social Work & Criminal Justice. These collaborations were seminal for the development of a collegial curriculum that uses the current talents of OU faculty and allows for synergies across units, departments, and disciplines in support of OU students.

For instance, the department of Philosophy designed (and it is approved by CAS COI) a new Introduction to Ethics for Health Professionals course that SHS as well as Nursing students could take to replace the Introduction to Ethics course which is the generic alternative for most OU students. The development of this course follows a trend of designing courses to fit the needs of students, as there is already an Introduction to Ethics for Engineering and Math students. Several CAS departments (such as Sociology, and Communications) have asked us to develop a companion concentration

program in Interdisciplinary Healthcare Studies as well as a minor in order for them to integrate our proposed program and courses into their existing majors and curricula.

Another example of cross campus collaboration is with the School of Business Administration (SBA) who are interested in revising an organizational behavior course to address health management topics. It came to our attention that there are several SBA faculty who have teaching and research interests in health related topics and welcome an opportunity to work with SHS and IDH collaboratively. Furthermore, the Associate Dean of SBA expressed interest in developing 4 plus 1 degree (combined bachelors and master's program) options with us as well as reviving their Executive MBA in Health Management. These are possible future orientations that we could entertain that would align well with the BS in Interdisciplinary Healthcare Studies and with the mission of the School.

We anticipate that a small increase in student enrolment will occur in some SHS courses. We believe an increase in student enrolment will be perceived in a positive light by faculty.

### III. PROGRAM PLAN

#### 1. Admissions Requirements

The admission requirements for this undergraduate program will be the same as required for all incoming Oakland University students, with no separate application process or minimum GPA.

#### 2. Degree Requirements

The BS in Interdisciplinary Healthcare Studies degree requires students to complete a minimum of 120 credits, including university general education requirements and in the plan of study that includes a mixture of courses from five core areas (**Table 1**). This plan incorporates required courses from nine of the 14 general education areas to facilitate efficient time in progressing through the program, while complementing other required courses. Students will select their own courses that meet general education requirements in the five areas that are not covered in the major requirements. This degree, as currently crafted, also allows some room for students to take additional courses as electives or toward a minor or concentration area. **Table 2** lists possible interdisciplinary minors or concentration areas. **Table 3** shows a proposed four-year plan for students in the Interdisciplinary Healthcare Studies major, including placeholders for elective and general education courses.

**Table 1. BS Degree with a Major in Interdisciplinary Healthcare Studies**

<b>SCIENCE OF THE BODY</b>	<b>12</b>
HS 2000 Introduction to Health and Health Behaviors	3
BIO 1200 Biology I	4
BIO 2006 Clinical Anatomy and Physiology	5
<b>SOCIAL SCIENCES</b>	<b>30</b>
PSY 1000 Introduction to Psychology	4
SOC 1000 Introduction to Sociology	4
PH 3000 Community and Public Health	3
HS 3430 Sociology of Health and Medicine	4
HS 3500 Health Behavior Theories	3
HS 3440 Introduction to Community Engagement	4
ECN 1500 Economics in Today's World	4
PH 4750 Global Health and Social Issues	4
<b>HEALTHCARE SYSTEMS AND LEADERSHIP</b>	<b>15</b>
PHL 1320 Introduction to Ethics in Health Professions*	4
HS 3450 Leadership and Healthcare	4
WHP 4850 Population Health, Health Policy, and Healthcare Delivery	4
POM 3000 Survey of Operations Management	3
<b>INFORMATION LITERACY</b>	<b>17</b>
HS 2250 Research Methods in Health Science	3
WHP 2800 Health Literacy	4
EHS 2550 Basic Statistics for Health Sciences	3
CDS 2100 Medical Terminology	1
MIS 1000 Business Problem Solving with IT (3) OR CSI 1200 Introduction to Computing and Programming using Excel (4)	3
MIS 3010 Survey of Management Information Systems	3
<b>KNOWLEDGE INTEGRATION AND APPLICATIONS</b>	<b>14</b>
HS 4500 Ethics in Healthcare	4
HS 3320 Dissemination of Health Information and Research*	3
HS 4100 Disease Management & Healthcare*	3
HS 3300 Interdisciplinary Health Knowledge Applications I*	2
HS 3310 Interdisciplinary health Knowledge Application & Service Learning II*	2
<b>GENERAL EDUCATION</b>	<b>20</b>
Writing Foundations (WRT 1060)	4
Formal reasoning (met by major, EHS 2250)	
Arts	4
Language and Culture	4
Global Perspective (met by major, PH 4750)	
Literature	4
Natural Science and Technology (met by major, HS 2000)	
Social Science (met by major, PSY 1000 and SOC 1000)	
Western Civilization (met by major, PHL 1320)	
Knowledge Applications	4
Capstone (met by major, HS 4500)	



Diversity (met by major, PH 3000)	
Elective credits (to get to 120)	12
<b>TOTAL CREDITS</b>	<b>120</b>
*New course	

**Table 2. Possible Interdisciplinary Minors/Concentration**

Minor/ Concentration Areas	Collaborating Unit
Bioethics in Healthcare	CAS - Philosophy
Communication & Health	CAS - Communication
Disability & Healthcare	CAS & SHS (under development)
Gender & Sexuality & Health	CAS
Gerontology	CAS - Sociology
Health Communication	CAS- Communication
Health Economics	SBA - Economics
Health Informatics	SECS - Computer Science
Healthcare Management	SBA - Management
Healthcare Organization & Leadership	SBA
Healthcare Practice & Safety	SHS
Community Health Engagement	SHS
Nutrition and Health	SHS
Holistic Health	SHS
Public Administration	SEHS

**Table 3. BS in Interdisciplinary Healthcare Studies 4-Year Plan**

YEAR 1			
Fall	Cr	Winter	Cr
HS 2000 Introduction to Health and Health Behaviors	3	SOC 1000 Introduction to Sociology	4
PSY 1000 Introduction to Psychology	4	BIO 1200 Biology I	4
WRT 1060 - Composition II	4	PHL 1320 Introduction to Ethics in Health Professions	4
Gen Ed	4	Gen Ed	4
	<b>15</b>		<b>16</b>
YEAR 2			
Fall	Cr	Winter	Cr
EHS 2550 Basic Statistics for Health	3	HS 2250 Research Methods in Health	3



Sciences		Science	
BIO 2006 Clinical Anatomy and Physiology (prereq: BIO 1200)	5	HS 3500 Health Behavior Theories	3
WHP 2800 Health Literacy	4	PH 3000 Community and Public Health	3
Elective	3	ECN 1500 Economics in Today's World	4
		CDS 2100 Medical Terminology	1
	<b>15</b>		<b>14</b>
<b>YEAR 3</b>			
<b>Fall</b>	<b>Cr</b>	<b>Winter</b>	<b>Cr</b>
HS 3430 Sociology of Health and Medicine	4	HS 3440 Introduction to Community Engagement	4
HS 3450 Leadership and Healthcare	4	POM 3000 Survey of Operations Management	3
HS 4100 Human Disease and Management	3	WHP 4850 Population Health, Health Policy, and Healthcare Delivery	4
Gen Ed	4	MIS 1000 OR CSI 1200 (prereq for MIS 3010)	4
	<b>15</b>		<b>15</b>
<b>YEAR 4</b>			
<b>Fall</b>	<b>Cr</b>	<b>Winter</b>	<b>Cr</b>
HS 3300 Interdisciplinary Knowledge Application & Service Learning I	2	HS 3310 Interdisciplinary Knowledge Application & Service Learning II	2
HS 3320 Dissemination & Performance	3	PH 4750 Global Health and Social Issues	4
MIS 3010 Survey of Management Information Systems	3	HS 4500 Ethics in Healthcare	4
Elective	4	Elective	4
Gen Ed	4		
	<b>16</b>		<b>14</b>
		<b>TOTAL</b>	<b>120</b>

### 3. Overview of Curriculum

The BS major has five core areas:

1. Science of the body: 12 credits of natural science courses to familiarize students with biological and health science scientific understanding of the physical body.
2. Social science: 30 credits of social sciences courses across multiple disciplines to learn about multiple perspectives, theories of behavior, and environmental factors that affect human health.
3. Healthcare systems and leadership: 15 credits of social science courses from multiple disciplines specific to ethics, leadership and healthcare management.
4. Information literacy: 17 credits in research methods, health literacy and information systems.

5. Knowledge integration and application: 14 credits that center on application of knowledge to understand disease management, healthcare ethics, dissemination of health information, and service learning

Appendix B. Proposed Courses includes the 4 new courses we propose for this program. Appendix F explains the assessment plan.

#### 4. Support of Other Departments and Academic Units

Please see letters of Support in Appendix D. from the College of Arts & Sciences (Sociology, Philosophy), School of Business Administration, School of Medicine, School of Health Sciences (Physical & Environmental Wellness, Human Movement Science), and from the School of Health Sciences’ Board of Directors.

#### 5. Source of Students

The proposed Interdisciplinary Healthcare Studies major will be attractive to existing students at Oakland University enrolled in Health Science degrees, as well as new students in Southeast Michigan looking to complete a health science degree that is not clinical, and wish to find a career in healthcare administration or research, or pursue graduate study in fields such as MPH, executive MBA, Sociomedical Sciences, Bioethics, Epidemiology, Family Health, Environmental Health Sciences, or Health Administration.

We conducted a student survey to solicit responses regarding this new degree. The survey was cognitively tested and pilot tested in summer 2020. The final survey was then distributed in October and November 2020 through two channels. First, the SHS advising office sent an email to all current SHS students and, second, SHS faculty were asked to promote survey response in their Fall 2020 classes. A total of 72 students consented and completed the survey. Below is a table with results of the survey.

#### **SHS Student Survey About Interest in Interdisciplinary Healthcare Studies Degree (n=72)**

Are you interested in a B.S. in Interdisciplinary Healthcare Studies degree?	Very interested 26%	Somewhat interested 40%	Undecided 10%	Somewhat uninterested 15%	Very uninterested 8%
If you were (or are) at the	Definitely	Probably	Maybe	Probably Not	Definitely Not

beginning of your studies at Oakland University, would you be likely to choose this as your major?	13%	32%	38%	15%	3%
How interested do you think health science students would be in this major?	Very interested 53%	Somewhat interested 38%	Undecided 8%	Somewhat uninterested 1%	Very uninterested 0%
This degree includes <b>fewer natural science courses</b> and <b>more social science classes</b> to prepare students for careers in <b>healthcare settings that are not necessarily direct patient care</b> . How valuable do you think this degree is?	Very valuable 65%	Somewhat valuable 22%	Neutral 8%	Somewhat non-valuable 3%	Very non-valuable 1%
How interesting would this degree be to you, specifically because of the fewer natural science classes?	Very interesting 38%	Moderately interesting 31%	Neutral 17%	Of little interest 14%	Not interesting at all 1%

SHS students were very positive about the addition of a Interdisciplinary Healthcare Studies Degree in SHS. For instance, 91% of respondents indicated health science students would be very or somewhat interested in the degree. One student said: “Many of my fellow students have expressed interest in being a healthcare administrator, but not a provider.” Similarly, 87% noted that the degree would be very or somewhat

valuable because it includes fewer natural science and more social science courses. One respondent indicated: “Although someone that graduates with this degree may know less of the natural sciences than other students, they would be better prepared for human-interaction, which is a key part of the healthcare system.”

A lower proportion of students were personally interested in the degree. However, this is not surprising given that 75% of the respondents were upperclassmen and thus well into their chosen major. Indeed, one respondent noted: “I think this major sounds very interesting. As I’m graduating in December 2020 I am not planning to switch my major, but it sounds like a good option.” Furthermore, some students indicated their own personal interest in natural science classes, especially among the 43% that reported pursuit of a clinically-oriented career, like medicine, physical therapy, physician assistant, and dentistry. One student remarked: “I personally prefer natural science over social science, but that is an individual preference.”

Several students liked the incorporation of business class, as one student remarked, “I think a lot of students would jump at this opportunity because health science is such a broad field but with this specialization, more people can utilize their business minds as well.” Respondents also positively noted the variety of classes, ability to obtain a job after graduation, promotion of teamwork, retaining students at OU who might look for a similar degree elsewhere, and seeing the SHS grow and flourish.

Based on these result, we believe this new degree option will be perceived favorably by current and prospective students.

## 6. Recruiting

Recruitment for new student enrollment in the Interdisciplinary Healthcare Studies major will occur with existing recruitment activities of the SHS including Health Sciences & Nursing Day and Go for the Gold events, transfer student meetings and orientations, summer camps for high school students, and working with the undergraduate admissions office. Having a clear path towards healthcare careers that are not clinically focused and post-graduate study will make Oakland University a competitive option in the healthcare fields.

Entering students will be given the option to enroll in this major. Additionally, students who have entered the SHS in the BS in Health Sciences degree may choose to change majors to this option if they changed their interests in careers. The advising office (see item 8) will also be key representatives in providing this major as an option to students. In addition, we will work with the pre-health professional advising office, which has factsheets and other resources for a variety of health occupations, to develop recruitment materials and advertise this major to students they encounter.

## 7. Expected Enrollment

Enrollment in the Interdisciplinary Healthcare Studies degree is anticipated to come from a combination of new students enrolling at Oakland University and existing students from health-related programs that are not meeting their career needs. Student feedback on the proposed degree has indicated this is an attractive major for students interested in health professions but not intending to practice clinically. Currently, many of these students are enrolled in the B.S. in Health Sciences Pre-Health Professional degree option (n=470), which prepares students for graduate study in medical school, physician's assistant programs, dental, optometry, and other allied health professions. Based on our interactions with these students, we anticipate approximately 20% would be better suited to the new B.S. in Interdisciplinary Healthcare Studies degree option (n=94 students). Based on this estimate, we anticipate approximately 20 students per academic year cohort would have selected this major.

For new incoming students, we anticipate a similar number of students would be uniquely attracted to Oakland University because of this new major. Giving us time to build up enrollment, our pro forma budget is based on a conservative estimate of 10 new incoming freshmen in Year 1, 15 in year 2, and 20 in years 3, 4, and 5. Combining new and existing students, we estimate approximately 40 students per cohort year.

## 8. Academic Advising

There is currently one designated academic adviser (Hnou Vue) who works with students in the Health Science degrees and concentration, who will continue advising students in the Interdisciplinary Healthcare Studies major, and has the capacity to handle the increase in enrollment. We have consulted with the advising office during the development of this proposal.

# IV. NEEDS AND COSTS OF THE PROGRAM

See also Appendix E. Budget & Pro Forma

## 1. New Resources Needed for the Program

Faculty staffing, facilities, software, lab supplies, GA/TA

Faculty and Staffing: We are requesting 2 full time job-secure Special Instructor faculty positions and one tenure track faculty position.

Facilities: N/A

Software: N/A

Lab supplies: N/A

Graduate Assistants/Teaching Assistants: In order to support courses with service learning, graduate teaching assistants will be needed to supplement faculty expertise, provide assistance in coordinating with community partners, and provide teaching and grading assistance to faculty as needed. A total of 2 Graduate Teaching Assistants (full-time assistantships, 20 hours/week each) are requested.

## 2. Source of New Resources

New resources will come from tuition dollars generated by students enrolled in the new program. See detailed description in section 3 below.

## 3. Budget and Revenue from Program

A complete pro-forma budget for the B.S. in Interdisciplinary Healthcare Studies can be found in Appendix E.

Tuition revenue projections are based on 120 total required credits in the proposed plan of study and the suggested course sequencing across 4 years of study (freshman, sophomore, junior and senior) in the degree program. The number of credits times the number of new students in each year (beginning with 10 new students in Year 1, 15 new students in year 2, 20 new students in years 3 and beyond) equals the tuition revenue for each year of the pro forma budget. The tuition revenue would reach a steady state in Year 6 of the program when all 4 “cohorts” had approximately 40 students.

Expenses include salaries and operating expenses. Salaries include one special instructor beginning in Year 2, one tenure track faculty beginning in Year 3, and one special instructor beginning in Year 4.

The part-time faculty budget reflects the current part-time faculty budget, expected to remain consistent.

Graduate Assistants (2 full-time, 20 hours/week each) are budgeted to start in the second year, and continuing on after thereafter.

Operating expenses include annual supplies and services, tuition to cover graduate assistants, administrative travel, funding for recruitment and advertising for the new major, and library expenses.

The proposed program will utilize existing CT support for the IDH within SHS. One faculty member will be designated as the Director of the proposed program and will receive a 2-course workload reduction. To meet the needs of developing and delivering our new courses and additional sections of existing courses in the Interdisciplinary Healthcare Studies degree, we are requesting 2 Special Instructor and 1 Tenure-Track faculty positions. One Special Instructor will be hired in Year 2, One Tenure-Track in Year 3 and a second Special Instructor in Year Three. Each Special Instructor will teach a total of 24 credits, and the tenure-track faculty will teach up to 18 credits. Part-time faculty will be utilized for years one and two while the full-time faculty are hired to teach out the added credits. Two full-time graduate assistants brought on in Year Two and will be utilized to aid in teaching service-learning courses. Teaching expertise sought after in new hires will include: research methods and statistics, disease management, health communication, healthcare comparative systems, community engagement, and bioethics. Experience with service-learning and community engagement will be emphasized.

In our best-case scenario, if we increase our student numbers to 30, we would need an additional tenure-track faculty member added in Year Four to teach the additional courses. Many of our existing courses would need sections added to teach an additional 30 students.

In our worst-case scenario with a max of 15 students, we would still need three new faculty members but we would not need any part time faculty in the first two years as these lower number of students could be included in the current courses offered. However, once we reach 15 additional students, we would need to add additional sections of even our existing courses because many of them are already at their maximum enrollment.

Operating expenses do not change between the three case scenarios (best, worst, most likely).

#### 4. Library Holdings

See Appendix G.

### 5. Classroom, Laboratory, Space Needs

Current classrooms are adequate for all courses. Additional office and research space will be needed for new faculty.

### 6. Equipment Needs

3 computers for new hires and continuation of \$2,500 or computer replenishment

## V. IMPLEMENTATION PLAN AND TIMELINE

2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
New students admitted: 10	New students admitted: 15	New students admitted: 20	New students admitted: 20	New students admitted: 20
No hires	Search for Special Instructor new hire	Search for tenure track faculty new hire	Search for second Special Instructor new hire	
	New Courses offered: HS3320 Dissemination of Health Information and Research	New Courses offered: HS3300 Interdisciplinary Knowledge Applications I	New Courses offered: HS3300 Interdisciplinary Knowledge Applications I	
	HS4100 Disease Management and Healthcare	HS3310 Interdisciplinary knowledge Applications II	HS3310 Interdisciplinary knowledge Applications II	

## VI. PROGRAM DELIVERY METHOD

The Interdisciplinary Healthcare Studies degree will be offered in person, although courses will be a mix of online and in-person. Other courses may include online components as appropriate.

*If your proposed new program has a delivery method of either fully online (50% or more of the courses have content that is 75% or more online) or blended (50%*



*or more of the courses have content that is 10%-74% online), please contact the e-LIS department before continuing through this process – [elis@oakland.edu](mailto:elis@oakland.edu).  
I have met with e-LIS prior to completing this proposal:      **Yes**      **Not applicable***

## VII. ASSESSMENT OF STUDENT LEARNING

See Appendix F. Program Assessment

## VIII. EXPECTED CAREER OPTIONS FOR GRADUATES

The Interdisciplinary Healthcare Studies major career paths are several. Here is a list of the types of jobs that graduates can consider:

- Case Manager
- Clinical Research Coordinator
- Community Health Educator
- Health Coach
- Healthcare Coordinator
- Healthcare Knowledge Broker
- Health Services Evaluator
- Patient Care Coordinator
- Health Policy/ Advocate Fellow
- Research Associate/Project Manager

There are several types of companies and organizations that would employ Interdisciplinary Healthcare Studies majors including:

- Pharmaceutical companies
- Healthcare facilities (hospitals, centers, clinics)
- Health county offices
- Non-profit organizations such as Centers for Independent Living, and Foundations
- Healthcare Marketing agencies
- Ambulatory care facilities

Graduates can pursue graduate degrees in non-clinical fields such as Masters of Public Health, MBA, Health Administration, Biostatistics, Epidemiology, Environmental Health, Family Health, Socio-medical Sciences, Bioethics, and several masters programs in

Education. Students would need additional courses to be able to apply to clinical graduate degrees such as medical, pharmaceutical, etc. fields.

## VIII. APPENDICES

A. Faculty CV

B. Proposed Courses

C. Current Courses

D. Letters of Support

E. Budget and Pro Forma

F. Program Assessment

G. Library Holdings

SBRC Proforma Template

FY2022

Most Likely Scenario

	Year 1	Year 2	Year 3	Year 4	Year 5
Est. New Students to Program	\$ 10	\$ 15	\$ 20	\$ 20	\$ 20
1st Year Cohort Revenue	\$ 145,225	\$ 217,838	\$ 290,450	\$ 290,450	\$ 290,450
2nd Year Cohort Revenue	\$ -	\$ 145,605	\$ 218,408	\$ 291,210	\$ 291,210
3rd Year Cohort Revenue	\$ -	\$ -	\$ 161,765	\$ 242,648	\$ 323,530
4th Year Cohort Revenue	\$ -	\$ -	\$ -	\$ 162,585	\$ 243,878
Gross Tuition Revenue	\$ 145,225	\$ 363,443	\$ 670,623	\$ 986,893	\$ 1,149,068
Less: Avg Financial Aid (30%)	\$ (43,568)	\$ (109,033)	\$ (201,187)	\$ (296,068)	\$ (344,720)
<b>Net Tuition Revenue</b>	<b>\$ 101,658</b>	<b>\$ 254,410</b>	<b>\$ 469,436</b>	<b>\$ 690,825</b>	<b>\$ 804,347</b>
<b>Expenses</b>					
<b>Salaries</b>					
Faculty Salaries	6101	\$ 62,000	\$ 129,000	\$ 191,000	\$ 191,000
Visiting Faculty	6101				
Administrative Professionals	6201				
Clerical Technical	6211				
Administrative IC	6221				
Faculty Inload/Replacement Costs	6301	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Faculty Overload	6301				
Part-Time Faculty	6301	\$ 12,432	\$ 9,324	\$ -	\$ -
Graduate Assistant	6311	\$ -	\$ 16,640	\$ 16,640	\$ 16,640
Casual/Temp	6401				
Out of Classification	6401				
Student Labor	6501				
<b>Total Salary Expense</b>		<b>\$ 22,432</b>	<b>\$ 97,964</b>	<b>\$ 155,640</b>	<b>\$ 217,640</b>
Fringe Benefits	6701	\$ 1,795	\$ 27,152	\$ 54,077	\$ 79,683
<b>Total Compensation</b>		<b>\$ 24,227</b>	<b>\$ 125,116</b>	<b>\$ 209,717</b>	<b>\$ 297,323</b>
<b>Operating Expenses</b>					
Supplies and Services	7101	\$ 4,500	\$ 4,500	\$ 5,500	\$ 5,500
Graduate Tuition	7101	\$ -	\$ 25,688	\$ 25,688	\$ 25,688
E-Learning Support	7102				
Travel	7201	\$ 900	\$ 900	\$ 900	\$ 900
Equipment	7501	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
Maintenance	7110				
Recruitment and advertising	7101	\$ 5,000	\$ 2,500	\$ 2,000	\$ 2,000
Library	7401	\$ 12,515	\$ 13,494	\$ 14,550	\$ 15,688
Total Operating Expenses		\$ 22,915	\$ 49,582	\$ 51,138	\$ 53,506
<b>Total Expenses</b>		<b>\$ 47,142</b>	<b>\$ 174,698</b>	<b>\$ 260,855</b>	<b>\$ 349,599</b>
<b>Net Income (Loss)</b>		<b>\$ 54,516</b>	<b>\$ 79,712</b>	<b>\$ 208,581</b>	<b>\$ 453,518</b>

<sup>1</sup>The tuition calculations do not account for any attrition of students.

# SBRC Proforma Template

FY2022

## Best-Case Scenario

	Year 1	Year 2	Year 3	Year 4	Year 5
Est. New Students to Program	15	22	30	30	30
1st Year Cohort Revenue	\$ 217,838	\$ 319,495	\$ 435,675	\$ 435,675	\$ 435,675
2nd Year Cohort Revenue	\$ -	\$ 218,408	\$ 320,331	\$ 436,815	\$ 436,815
3rd Year Cohort Revenue	\$ -	\$ -	\$ 242,648	\$ 355,883	\$ 485,295
4th Year Cohort Revenue	\$ -	\$ -	\$ -	\$ 243,878	\$ 357,687
Gross Tuition Revenue	\$ 217,838	\$ 537,903	\$ 998,654	\$ 1,472,251	\$ 1,715,472
Less: Avg Financial Aid (30%)	\$ (65,351)	\$ (161,371)	\$ (299,596)	\$ (441,675)	\$ (514,642)
<b>Net Tuition Revenue</b>	<b>\$ 152,486</b>	<b>\$ 376,532</b>	<b>\$ 699,057</b>	<b>\$ 1,030,575</b>	<b>\$ 1,200,830</b>

### Expenses

#### Salaries

Faculty Salaries 6101 \$ 62,000 \$ 129,000 \$ 191,000 \$ 258,000

Visiting Faculty 6101

Administrative Professionals 6201

Clerical Technical 6211

Administrative IC 6221

Faculty Inload/Replacement Costs 6301 \$ 10,000 \$ 10,000 \$ 10,000 \$ 10,000 \$ 10,000

Faculty Overload 6301

Part-Time Faculty 6301 \$ 12,432 \$ 9,324

Graduate Assistant 6311 \$ - \$ 16,640 \$ 16,640 \$ 16,640 \$ 16,640

Casual/Temp 6401

Out of Classification 6401

Student Labor 6501

**Total Salary Expense** \$ 22,432 \$ 97,964 \$ 155,640 \$ 217,640 \$ 284,640

Fringe Benefits 6701 \$ 1,795 \$ 27,152 \$ 54,077 \$ 79,683 \$ 107,354

**Total Compensation** \$ 24,227 \$ 125,116 \$ 209,717 \$ 297,323 \$ 391,994

#### Operating Expenses

Supplies and Services 7101 \$ 4,500 \$ 4,500 \$ 5,500 \$ 5,500 \$ 5,500

Graduate Tuition 7101 \$ 25,688 \$ 25,688 \$ 25,688 \$ 25,688

E-Learning Support 7102

Travel 7201 \$ 900 \$ 900 \$ 900 \$ 900 \$ 900

Equipment 7501 \$ 2,500 \$ 2,500 \$ 2,500 \$ 2,500

Maintenance 7110

Recruitment and advertising 7101 \$ 5,000 \$ 2,500 \$ 2,000 \$ 2,000 \$ 2,000

Library 7401 \$ 12,515 \$ 13,494 \$ 14,550 \$ 15,688 \$ 16,918

Total Operating Expenses \$ 22,915 \$ 49,582 \$ 51,138 \$ 52,276 \$ 53,506

**Total Expenses** \$ 47,142 \$ 174,698 \$ 260,855 \$ 349,599 \$ 445,500

**Net Income (Loss)** \$ 105,345 \$ 201,834 \$ 438,202 \$ 680,976 \$ 755,330

<sup>1</sup>The tuition calculations do not account for any attrition of students.

# SBRC Proforma Template

FY2022

## Worst-Case Scenario

	Year 1	Year 2	Year 3	Year 4	Year 5
Est. New Students to Program	7	11	15	15	15
1st Year Cohort Revenue	\$ 101,658	\$ 159,748	\$ 217,838	\$ 217,838	\$ 217,838
2nd Year Cohort Revenue	\$ -	\$ 101,924	\$ 160,166	\$ 218,408	\$ 218,408
3rd Year Cohort Revenue	\$ -	\$ -	\$ 113,236	\$ 177,942	\$ 242,648
4th Year Cohort Revenue	\$ -	\$ -	\$ -	\$ 113,810	\$ 178,844
Gross Tuition Revenue	\$ 101,658	\$ 261,671	\$ 491,239	\$ 727,996	\$ 857,736
Less: Avg Financial Aid (30%)	\$ (30,497)	\$ (78,501)	\$ (147,372)	\$ (218,399)	\$ (257,321)
<b>Net Tuition Revenue</b>	<b>\$ 71,160</b>	<b>\$ 183,170</b>	<b>\$ 343,867</b>	<b>\$ 509,597</b>	<b>\$ 600,415</b>
<b>Expenses</b>					
<b>Salaries</b>					
Faculty Salaries	6101	\$ 62,000	\$ 129,000	\$ 191,000	\$ 191,000
Visiting Faculty	6101				
Administrative Professionals	6201				
Clerical Technical	6211				
Administrative IC	6221				
Faculty Inload/Replacement Costs	6301	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Faculty Overload	6301				
Part-Time Faculty	6301				
Graduate Assistant	6311	\$ 16,640	\$ 16,640	\$ 16,640	\$ 16,640
Casual/Temp	6401				
Out of Classification	6401				
Student Labor	6501				
<b>Total Salary Expense</b>		<b>\$ 10,000</b>	<b>\$ 88,640</b>	<b>\$ 155,640</b>	<b>\$ 217,640</b>
Fringe Benefits	6701	\$ 800	\$ 26,406	\$ 54,077	\$ 79,683
<b>Total Compensation</b>		<b>\$ 10,800</b>	<b>\$ 115,046</b>	<b>\$ 209,717</b>	<b>\$ 297,323</b>
<b>Operating Expenses</b>					
Supplies and Services	7101	\$ 4,500	\$ 4,500	\$ 5,500	\$ 5,500
Graduate Tuition	7101	\$ 25,688	\$ 25,688	\$ 25,688	\$ 25,688
E-Learning Support	7102				
Travel	7201	\$ 900	\$ 900	\$ 900	\$ 900
Equipment	7501	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
Maintenance	7110				
Recruitment and advertising	7101	\$ 5,000	\$ 2,500	\$ 2,000	\$ 2,000
Library	7401	\$ 12,515	\$ 13,494	\$ 14,550	\$ 15,688
Total Operating Expenses		\$ 22,915	\$ 49,582	\$ 51,138	\$ 52,276
<b>Total Expenses</b>		<b>\$ 33,715</b>	<b>\$ 164,628</b>	<b>\$ 260,855</b>	<b>\$ 349,599</b>
<b>Net Income (Loss)</b>		<b>\$ 37,445</b>	<b>\$ 18,542</b>	<b>\$ 83,012</b>	<b>\$ 249,586</b>

<sup>1</sup>The tuition calculations do not account for any attrition of students.





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# B.S. in Interdisciplinary Healthcare Studies Proposal

DEPARTMENT OF INTERDISCIPLINARY HEALTH SCIENCES

CHAIR PERSON: AMANDA LYNCH

PROPOSAL COORDINATOR: CHRISTINA PAPADIMITRIOU

# What is a B.S. in Interdisciplinary Healthcare Studies?

- ▶ Degree emphasizing application of health and social sciences to understanding **healthcare as a complex system**.
- ▶ **Non-clinical degree** collaboratively developed across OU and housed in the School of Health Sciences
- ▶ Addresses current and future needs within healthcare settings to offer **diverse employment opportunities** (clinical and non-clinical)

## WHY this major now?

1. **Gap** in SHS curriculum
2. **Retention** of SHS students

## School of Health Sciences Undergraduate Programs

### Clinical and Diagnostic Sciences

- Clinical and Diagnostic Sciences (B.S.)
- *Specialization in Histotechnology*
  - *Specialization in Medical Laboratory Science (MLS)*
  - *Specialization in Nuclear Medicine Technology*
  - *Specialization in Pre-clinical professions for medicine, dentistry, optometry, and veterinary medicine*
  - *Specialization in Pre-Pharmacy*
  - *Specialization in Pre-Physician Assistant*
  - *Specialization in Radiologic Technology*

### Interdisciplinary Health Sciences

- Health Sciences (B.S.)
- *Holistic Health concentration*
  - *Pre-Pharmacy concentration*
  - *Pre-Health professional concentration*

- Nutrition (B.S.)
- *Specialization in Dietetics*

### Interdisciplinary Healthcare Studies (B.S.)

### Public and Environmental Wellness

- Wellness and Health Promotion (B.S.)

- Environmental Health and Safety (B.S.)

- Applied Health Sciences (B.S.)<sup>1</sup>
- *Health promotion track*
  - *Health leadership track*
  - *Orthotics and prosthetics assistant track*

### Human Movement Science

- Exercise Science (B.S.)
- *Pre-physical therapy concentration*
  - *Specialization in Orthotics and prosthetics assistant*

<sup>1</sup> Program tailored specifically for community college graduates with an Associates in Applied Sciences

Most undergraduate degrees at SHS focus on training students to become direct care providers



## This is what a B.S. in Interdisciplinary Healthcare Studies offers:

- ▶ A **non-clinical degree option** for students with an interest in health but not as a direct care provider
- ▶ Preparation for entry level **non-clinical jobs** in healthcare settings
  - ▶ Community Health Educator, Health Coach
  - ▶ Healthcare Coordinator, Research Coordinator, Research Associate/ Project Manager, Health Services Evaluator
  - ▶ Patient Care Coordinator, Health Policy/ Advocate Fellow, Case Manager, Healthcare Knowledge Broker
- ▶ Support entry into graduate programs in Community Health, Public Health, or Healthcare Management

## Program Goals

- ▶ **Apply** ethical, professional, collaborative, and culturally sensitive behaviors within communities and health care settings
- ▶ **Integrate** knowledge and skills from multiple scientific perspectives to understand social determinants of health and unpack systematic healthcare problems
- ▶ **Locate, critically analyze,** and **apply data** to support evidence based practice
- ▶ **Communicate effectively** with laypersons and health care professionals

# Curriculum

- ▶ Curriculum is focused on **5 Core areas**
  1. **Science of the body** (12 credits)
  2. **Social Sciences** (30 credits)
  3. **Healthcare systems and leadership** (15 credits)
  4. **Information literacy** (17 credits)
  5. **Knowledge integration and application** (14 credits)
- ▶ Emphasis on interdisciplinary approaches and multiple perspectives
- ▶ 4 new classes in Knowledge Integration and Application

Total Credits: 120

Major: 88

Electives: 12

Gen Ed: 20

# Course Sequencing: BS in Interdisciplinary Healthcare Studies 4-Year Plan

YEAR 1			
Fall	Cr	Winter	Cr
HS 2000 Introduction to Health and Health Behaviors	3	SOC 1000 Introduction to Sociology	4
PSY 1000 Introduction to Psychology	4	BIO 1200 Biology I	4
WRT 1060 - Composition II	4	PHL 1320 Introduction to Ethics in Health Professions	4
Gen Ed	4	Gen Ed	4
	<b>15</b>		<b>16</b>
YEAR 2			
Fall	Cr	Winter	Cr
EHS 2550 Basic Statistics for Health Sciences	3	HS 2250 Research Methods in Health Science	3
BIO 2006 Clinical Anatomy and Physiology (prereq: BIO 1200)	5	HS 3500 Health Behavior Theories	3
WHP 2800 Health Literacy	4	PH 3000 Community and Public Health	3
Elective	3	ECN 1500 Economics in Today's World	4
		CDS 2100 Medical Terminology	1
	<b>15</b>		<b>14</b>



# Course Sequencing: BS in Interdisciplinary Healthcare Studies 4-Year Plan

YEAR 3			
Fall	Cr	Winter	Cr
HS 3430 Sociology of Health and Medicine	4	HS 3440 Introduction to Community Engagement	4
HS 3450 Leadership and Healthcare	4	POM 3000 Survey of Operations Management	3
HS 4100 Human Disease and Management	3	WHP 4850 Population Health, Health Policy, and Healthcare Delivery	4
Gen Ed	4	MIS 1000 OR CSI 1200	4
	<b>15</b>		<b>15</b>
YEAR 4			
Fall	Cr	Winter	Cr
HS 3300 Interdisciplinary Health Knowledge Application & Service Learning I	2	HS 3310 Interdisciplinary Health Knowledge Application & Service Learning II	2
HS 3320 Dissemination & Performance	3	PH 4750 Global Health and Social Issues	4
MIS 3010 Survey of Management Information Systems	3	HS 4500 Ethics in Healthcare	4
Elective	4	Elective	4
Gen Ed	4		
	<b>16</b>		<b>14</b>
		<b>TOTAL</b>	<b>120</b>

# Anticipated Enrollment

- ▶ Current Oakland students + New students attracted by the major
  - ▶ Existing students- 20
  - ▶ New Students
    - ▶ Year 1-10
    - ▶ Year 2-15
    - ▶ Year 3- 20
    - ▶ Year 4- 20
    - ▶ Year 5- 20



40 students per year  
by year 3

# Resources and Revenue

## Resources Needed

- ▶ New Faculty
  - ▶ 2 Special Instructors (Year 2 and Year 3)
  - ▶ 1 Tenure Track (Year 3)
- ▶ Graduate Assistants (2)
  - ▶ Assist with service learning courses
- ▶ Director for IDH (Year 1)
- ▶ Supplies & Services, Computers, Recruitment, Library

## Net Income (Most likely scenario)

- ▶ Year 1 \$54,516
- ▶ Year 2 \$79,712
- ▶ Year 3 \$208,581
- ▶ Year 4 \$341,226
- ▶ Year 5 \$453,518

# Timeline

## 2022-2023

New Students  
Admitted: 10

IDH Program  
Director

Faculty Search: SI

## 2023-2024

New Students  
Admitted: 15

*Faculty Hire:*  
Special Instructor

Faculty Search: TT

New Courses  
HS 3320  
Dissemination of  
Health  
Information and  
research

HS 4200 Disease  
management  
and healthcare

## 2024-2025

New Students  
Admitted: 20

*Faculty Hire:*  
Tenure Track  
Special Instructor

New Courses:  
HS 3300  
Interdisciplinary  
Knowledge  
Applications I

HS 3310  
Interdisciplinary  
Knowledge  
Applications II

## 2025-2026

New Students  
Admitted: 20

New Sections:  
HS 3300  
Interdisciplinary  
Knowledge  
Applications I

HS 3310  
Interdisciplinary  
Knowledge  
Applications II

## 2026-2027

New Students  
Admitted: 20



Questions?

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# Minors and Concentrations

Minor/ Concentration Areas	Collaborating Unit
Bioethics in Healthcare	CAS - Philosophy
Communication & Health	CAS - Communication
Disability & Healthcare	CAS & SHS (under development)
Gender & Sexuality & Health	CAS
Gerontology	CAS - Sociology
Health Communication	CAS- Communication
Health Economics	SBA - Economics
Health Informatics	SECS - Computer Science
Healthcare Management	SBA - Management
Healthcare Organization & Leadership	SBA
Healthcare Practice & Safety	SHS-PEW
Community Health Engagement	SHS-IDH
Nutrition and Health	SHS-IDH
Holistic Health	SHS-IDH
Public Administration	SEHS
Wellness and Health Promotion	SHS-PEW

**BS in  
Interdisciplinary  
Healthcare Studies**

**4-Year Plan**

YEAR 1			
Fall	Cr	Winter	Cr
HS 2000 Introduction to Health & Health Behaviors	3	SOC 1000 Introduction to Sociology	4
PSY 1000 Introduction to Psychology	4	BIO 1200 Biology I	4
WRT 1060 - Composition II	4	PHL 1320 Introduction to Ethics in Health Professions	4
Gen Ed	4	Gen Ed	4
	<b>15</b>		<b>16</b>
YEAR 2			
Fall	Cr	Winter	Cr
EHS 2550 Basic Statistics for Health Sciences	3	HS 2250 Research Methods in Health Science	3
BIO 2006 Clinical Anatomy & Physiology (prereq: BIO 1200)	5	HS 3500 Health Behavior Theories	3
WHP 2800 Health Literacy	4	PH 3000 Community & Public Health	3
Elective	3	ECN 1500 Economics in Today's World	4
		CDS 2100 Medical Terminology	1
	<b>15</b>		<b>14</b>
YEAR 3			
Fall	Cr	Winter	Cr
HS 3430 Sociology of Health & Medicine	4	HS 3440 Introduction to Community Engagement	4
HS 3450 Leadership & Healthcare	4	POM 3000 Survey of Operations Management	3
HS 4100 Human Disease & Management	3	WHP 4850 Population Health, Health Policy, & Healthcare Delivery	4
Gen Ed	4	MIS 1000 OR CSI 1200 (prereq for MIS 3010)	4
	<b>15</b>		<b>15</b>
YEAR 4			
Fall	Cr	Winter	Cr
HS 3300 Interdisciplinary Health Knowledge Application & Service Learning I	2	HS 3310 Interdisciplinary Health Knowledge Application & Service Learning II	2
HS 3320 Dissemination & Performance	3	PH 4750 Global Health & Social Issues	4
MIS 3010 Survey of Management Information Systems	3	HS 4500 Ethics in Healthcare	4
Elective	4	Elective	4
Gen Ed	4		
	<b>16</b>		<b>14</b>
<b>TOTAL</b>			<b>120</b>