



**SINCLAIR**  
COLLEGE

**2023**

**PROPOSAL FOR A  
BACHELOR OF APPLIED  
SCIENCE IN HEALTH  
SCIENCES**



Ohio Revised Code (ORC) 3333.051, enacted pursuant to Amended Substitute House Bill 49 of the 132nd General Assembly, directs the chancellor of higher education to establish a program under which community colleges, state community colleges, and technical colleges may apply to offer applied bachelor's degrees.

This document will begin the Chancellor's review process. The ODHE staff will review all submission for compliance with specifications identified in ORC 3333.051 and for the college's capacity to offer the proposed program. Before approving programs, the chancellor will consult with the Governor's Office of Workplace Transformation, the Inter-University Council of Ohio, the Ohio Association of Community Colleges, and the Association of Independent Colleges and Universities of Ohio.

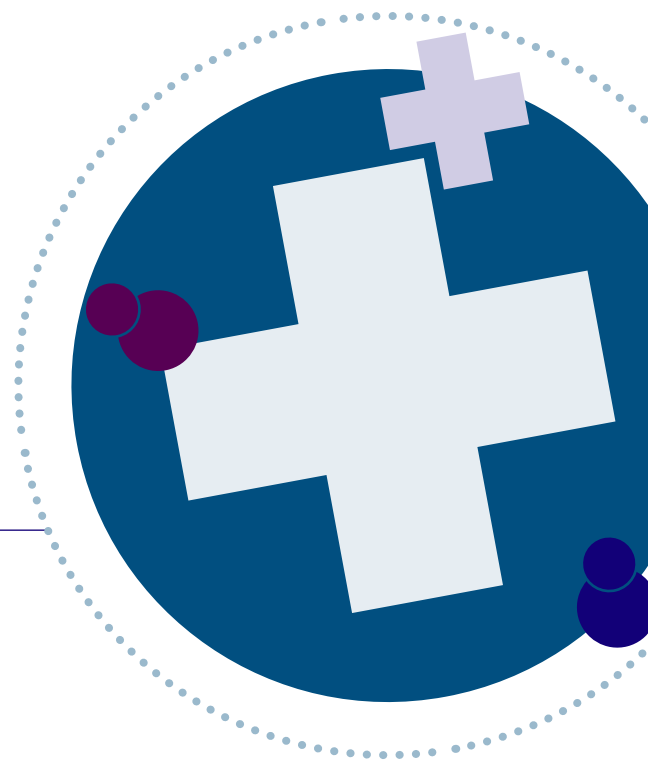
If your institution is proposing **more than one** applied bachelor's degree, please use a separate form for each program.

Proposals will be accepted beginning **September 17, 2020**  
**25 South Front Street Columbus, Ohio 43215**

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Phone: **614.466.6000**  
Fax: **614.466.5866**  
Web: **[www.OhioHigerEd.org](http://www.OhioHigerEd.org)**

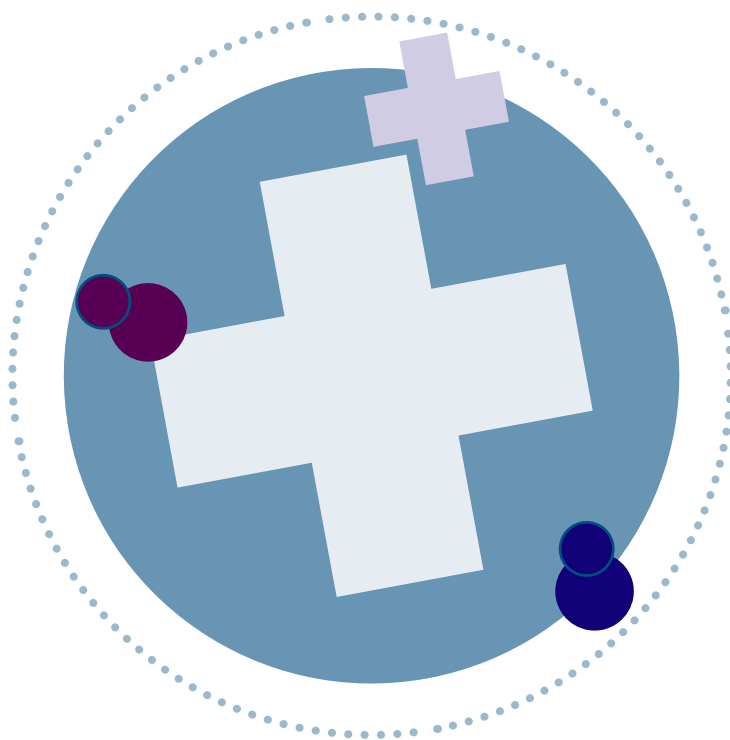
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How this proposed BAS program meets Ohio Revised Code (ORC) 3333.051 requirements for baccalaureate degree proposals	How this proposal meets these requirements
<b>(1)</b> Evidence of an agreement between the college and a regional business or industry to train students in an in-demand field and to employ students upon their successful completion of the program;	Sinclair has received letters of support from Premier Health, Kettering Health, and Dayton Children's Hospital to support the need for Sinclair to offer a Bachelor of Applied Science in Health Sciences completion degree. Please see the employer letters included in the Appendix B for additional documentation.
<b>(2)</b> That the workforce need of the regional business or industry is in an in-demand field with long-term sustainability based upon data provided by the governor's office of workforce transformation;	The Governor's Office of Workforce Transformation In-Demand Jobs List ( <a href="http://topjobs.ohio.gov">topjobs.ohio.gov</a> ) puts Medical and Health Services Managers in Job Zone Five, with a median salary of \$94,000 per year, and 1,535 openings statewide. In addition, an employer survey conducted by Sinclair Community College affirms the need for an associate to bachelor's completion degree in this area, with 65% of employer respondents indicating that a bachelor's degree is required for advancement into supervisory, management, staff development, and teaching positions.
<b>(3)</b> Supporting data that identifies the specific workforce need the program will address;	In addition to data from the Governor's Office of Workforce Transformation In-Demand Jobs List, data from an employer survey conducted by Sinclair Community College indicates that there is a strong need for a completion program that allows employees to progress to higher level positions. Sinclair is proposing a bachelor's degree that focuses on leadership and management within clinical work environments. In the report authored under the guidance of the American Hospital Association Board of Trustees, Strengthening the Health Care Workforce, ( <a href="https://www.aha.org/workforce-home">https://www.aha.org/workforce-home</a> ), it was emphasized that clinical managers and educators must have the education to lead a workforce traumatized by sustained short staffing, stress, burnout, and behavioral health challenges. Data from this report and from the employer survey indicate that existing degree programs are not meeting the need for baccalaureate-educated employees in local hospitals.
<b>(4)</b> The absence of a bachelor's degree program that meets the workforce need addressed by the proposed program that is offered by a state university or private college or university;	Wright State University and the University of Dayton do not offer bachelor's completion programs such as the one being proposed by Sinclair. Sinclair's proposed program will provide associate degree healthcare workers with a bachelor's degree program that will strengthen the health care workforce through education focused on management and leadership. Responses to Sinclair's employer survey indicate that there are no existing bachelor's degree programs that are meeting the need in this area. Providing completion programs that will promote advancement of employees to higher level positions within their disciplines addresses a critical workforce need. Additionally, area university partners raised no concerns with Sinclair moving forward with this bachelor's degree offering.

**(5) Willingness of an industry partner to offer workplace-based learning and employment opportunities to students enrolled in the proposed program.**

This program targets healthcare workers who are already working. Work based-learning would occur naturally for these students in their current places of employment as they are working through the proposed program. The provided letters from industry partners underscore their commitment to the proposed program as a means of helping their working employees complete a bachelor's degree that will expand their occupational opportunities as well as strengthen the healthcare workforce.



## SECTION 1: EVIDENCE OF NEED

### 1.1 Program Information

**Provide the name of the proposed program:**

Bachelor of Applied Science in Health Sciences.

**Provide the six-digit CIP code (format: XX.XXXX) of the proposed program, if known:**

51.0701 – Health/Health Care Administration/Management.

**Provide the names of the ATS, AAB, and/or AAS programs at your college upon which the proposed program is intended to build.**

- MHTCD.S.AAS-ADDICTION SERVICES
- CLT.S.AAS-CLINICAL LABORATORY TECHNOLOGY
- DEH.S.AAS-DENTAL HYGIENE
- END.S.AAS-ELECTRONEURODIAGNOSTIC TECHNOLOGY
- EMSVS.S.AAS-EMERGENCY MEDICAL SERVICES
- EMSFO.S.AAS-EMERGENCY MEDICAL SERVICES/FIRE SCIENCE
- EXSC.S.AAS-EXERCISE, NUTRITION & SPORTS SCIENCES
- HIM.S.AAS-HEALTH INFORMATION MANAGEMENT
- HS.S.AAS-HEALTH SCIENCES
- MAS.S.AAS-MEDICAL ASSISTANT
- MHT.S.AAS-MENTAL HEALTH SERVICES
- DIT.S.AAS-NUTRITION AND DIETETICS TECHNICIAN
- OTA.S.AAS-OCCUPATIONAL THERAPY ASSISTANT
- PTA.S.AAS-PHYSICAL THERAPIST ASSISTANT
- PH.S.AAS-PUBLIC HEALTH
- RAT.S.AAS-RADIOLOGIC TECHNOLOGY
- RET.S.AAS-RESPIRATORY CARE
- SUT.S.AAS-SURGICAL TECHNOLOGY
- VET.S.AAS-VETERINARY TECHNOLOGY

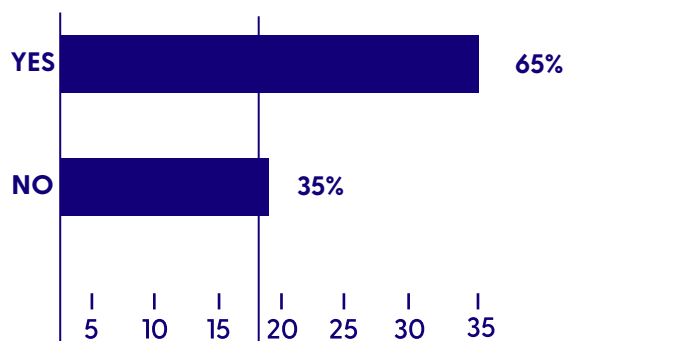
### 1.2 Workforce Need and Workforce Gap Not Being Met by Existing Programs

**Describe the workforce needs and required skills of a regional business or industry and indicate how the proposed program is particularly suited for preparing graduates for careers in that regional business or industry. To substantiate that the need is in an in-demand field with long-term sustainability, submit regional data from the Governor's Office of Workforce Transformation In-Demand Jobs List ([topjobs.ohio.gov](http://topjobs.ohio.gov)) and the regional or local workforce board data as an appendix item.**

While many job opportunities in healthcare are related to direct caregiving, employees in healthcare often serve in different roles, and these roles have one commonality -- a higher degree is seen as the gateway to higher-level positions. Healthcare associate degrees and certificates allow graduates to be employed; but the ability to progress to higher levels of responsibility in healthcare-specific supervision and management, staff education and training, or to become qualified for teaching in higher education, is often dependent on the completion of a bachelor's degree.

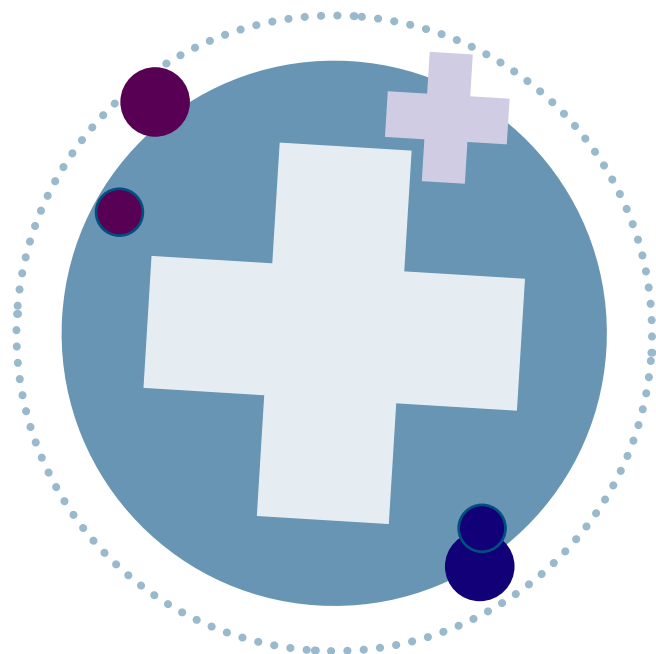
A recent survey by Sinclair Community College of local healthcare employers serves as a vivid illustration of this point. Of fifty-four (54) employees of 13 regional healthcare providers responding to the survey, nearly 2/3 indicated that a bachelor's degree is required for managerial positions. In addition, results of the Sinclair employer survey supported the need for a bachelor's completion program. **Nearly 87% of employer respondents indicated they need to fill positions that require a bachelor's degree in the next five years, with almost 30% indicating they will need to hire ten or more positions that require a bachelor's degree.** Eleven percent of respondents indicated that 50 or more positions in their department will require a bachelor's degree in the next five years. Complementing the employer data, **92% of Sinclair Health Sciences students indicated they would choose Sinclair if the institution offered a Bachelor's of Applied Science in Health Sciences completion degree.**

**Is a bachelor's degree the minimum educational requirement for supervisory, management, or department head positions in your department?**



## ANSWERS

The Governor's Office of Workforce Transformation In-Demand Jobs List ([topjobs.ohio.gov](http://topjobs.ohio.gov)) puts Medical and Health Services Managers in **Job Zone Five: Extensive Preparation Needed**, with a median salary of \$94,000 per year, and 1,535 openings statewide.





## Top Jobs

	Median Salary			Growth			Employment			Openings	
Title	\$50K	\$100K	0	100	200	300K	10K	20K	0	1,000	2,000
Medical and Health Services Managers		\$94K			217			15,545		1,535	

Medical and Health Services Managers 11–9111.00 <https://topjobs.ohio.gov/top-jobs-list>

Quick Facts: Medical and Health Services Managers	
2021 Median Pay ?	\$101,340 per year \$48.72 per hour
Typical Entry-Level Education ?	Bachelor's degree
Work Experience in a Related Occupation ?	Less than 5 years
On-the-job Training ?	None
Number of Jobs, 2021 ?	480,700
Job Outlook, 2021-31 ?	28% (Much faster than average)
Employment Change, 2021-31 ?	136,200

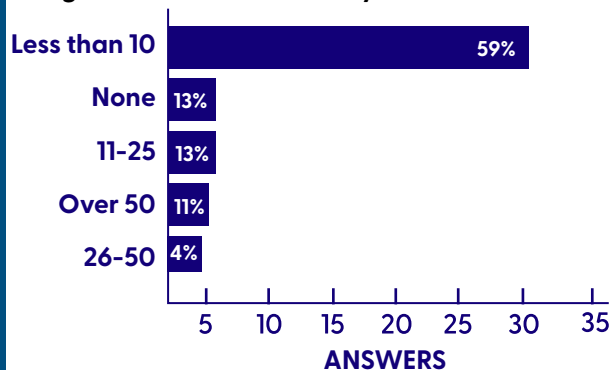
The U.S. Bureau of Labor Statistics lists “Medical and Health Services Managers” as a “Much faster than average” growth area with **28% growth between 2021 and 2031** (see <https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm>).

Quick Facts: Health Education Specialists and Community Health Workers	
2021 Median Pay ?	\$48,860 per year \$23.49 per hour
Typical Entry-Level Education ?	<a href="#">See How to Become One</a>
Work Experience in a Related Occupation ?	None
On-the-job Training ?	<a href="#">See How to Become One</a>
Number of Jobs, 2021 ?	126,700
Job Outlook, 2021-31 ?	12% (Much faster than average)
Employment Change, 2021-31 ?	15,200

The U.S. Bureau of Labor Statistics also lists “Health Education Specialists and Community Health Workers” as a “Much faster than average” growth occupation, with **12% growth between 2021 and 2031** (see <https://www.bls.gov/ooh/community-and-social-service/health-educators.htm#tab-1>).

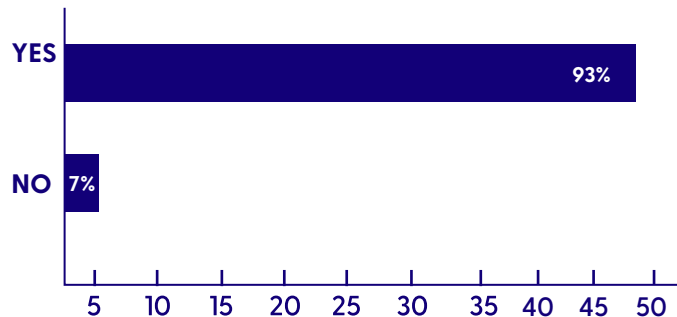
Moreover, results of the Sinclair employer survey support the need for a bachelor's completion program. Around 87% of employer respondents indicated they would need to fill positions that require a bachelor's degree in the next five years, with almost 30% indicating they would need to hire for ten or more positions that require a bachelor's degree. As previously mentioned, eleven percent of respondents indicated that 50 or more positions in their department will require a bachelor's degree in the next five years.

### How many positions in your department will require a bachelor's degree within the next five years?



In addition, healthcare employers strongly support their employees pursuing bachelor's degrees. Ninety-three percent of healthcare employers indicated that their tuition assistance programs support employees who are interested in pursuing a bachelor's degree.

**Does your organization's tuition assistance program support employees who are interested in pursuing a bachelor's degree?**



**ANSWERS**

In response to the question “What should the Ohio Department of Higher Education, who will determine if this degree can be offered by Sinclair Community College, know about your workforce needs?” Employers provided compelling statements affirming the need for a program of this type. Comments from respondents to this survey provide key insights into the need for this proposed degree and the role it will serve in providing health care professionals with opportunities for advancement within their organizations.

“Currently most medical billers and coders only have certificates or associate degrees as it’s too expensive for them to obtain a BAS. Having a degree like this at Sinclair would benefit so many wanting to take that next step into a management position!”

“ Although a bachelor’s degree is not necessary for a manager position, it is HIGHLY recommended. All higher positions require a bachelor’s or masters.”

“ Any manager or team lead or education position within our organization requires a Bachelor’s degree. Having this degree offered at Sinclair when I graduated with my AAS would have been more beneficial to me than where I had to go to get my Bachelor’s.”

“The Bachelor degree produces a more well-rounded employee.”

“The current workforce education is changing. A higher degree of education will be required for manager level and higher in the upcoming future. Now it is preferred.”

“Offering a BS degree for certain healthcare fields would be beneficial for the working student who may desire the degree but delays it due to needing to work full time.”

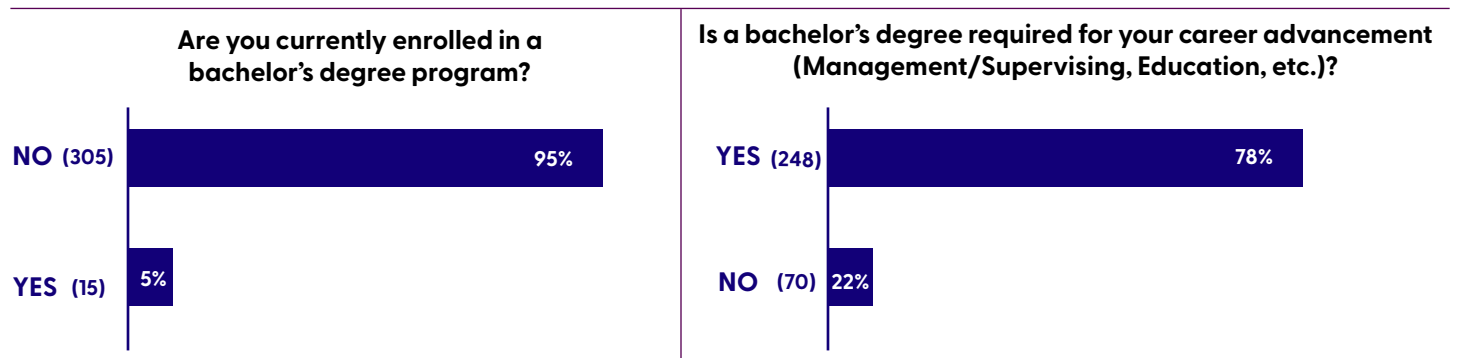


“While a bachelor’s degree is not required for leadership roles in imaging, it is highly preferred. One cannot move beyond a manager position without a master’s degree. Higher education is highly encouraged. At this point, an AAS is adequate to enter the radiology profession but further education will only support the field as a profession.”

“There are a lot of positions in the hospital that require a bachelor’s degree. I think it would be very beneficial to our organization, and Sinclair, if there was an option for a bachelor’s degree.”

Without question, there is a workforce demand for a pathway for health sciences practitioners to earn the baccalaureate degrees that will allow them to move into supervisory positions. As demonstrated in the preceding pages, this demand is confirmed by both data from the Governor’s Office of Workforce Transformation In-Demand Jobs List, and by direct input from regional employers in response to the Sinclair survey to gauge the need for this bachelor’s completion degree.

In addition, there is strong demand from current Sinclair students and Sinclair alumni. A survey of this group was also conducted by Sinclair and yielded 320 unique responses. **Only 5% of respondents indicated they are currently in a bachelor’s degree program, yet 78% of them indicated that a bachelor’s is required for their career advancement.**



Of the 90 respondents who responded to the open-ended question “Are you interested in pursuing a bachelor’s degree?” There were only 8 (9%) who had a bachelor’s degree already or were currently in a bachelor’s program, 4 (4%) who did not indicate an interest in pursuing a bachelor’s degree, and the remaining **87% indicated an interest in pursuing a bachelor’s degree.**

The data points above share an important story regarding the demand for a program in this area by alumni and students of Sinclair – 5% are currently in a bachelor’s program, 78% feel they need one to progress in their field, and 87% are interested in pursuing one. When asked, “How soon after graduating from Sinclair would you/did you enroll in a bachelor’s degree program?”, 38% indicated they would/did less than one year after graduation, with an additional 23% indicating they would/did between one and two years later.

Finally, an overwhelming **92% of respondents indicated they would enroll at Sinclair if the institution offered a Bachelor of Applied Science in Health Sciences completion degree.**

**If Sinclair offered a Bachelor of Applied Science in Health Sciences degree, would you consider enrolling?**



\*Without question, there is strong support among Sinclair students and alumni for a bachelor's completion program in Health Sciences.

**Prior to submission, this proposal must be discussed at a meeting of the community college's regional educational providers. Discussions among institutional members should address regional workforce needs, benefits to the region, concerns about potential duplication and program overlaps, and options for articulated pathways (2+2 or 3+1), as appropriate. Attach a fact-based summary of the discussion and related documentation (including comments both in favor of and opposed to the program) as well as supportive employers' data on the collective employment needs as an appendix item.**

On February 23, 2023, Sinclair met with representatives from the University of Dayton, Cedarville University, and Wright State University to provide an overview of the proposed Bachelor of Applied Science in Health Sciences. Central State University and Kettering College were invited to send representatives, but no representatives from those institutions attended the meeting.

Sinclair provided a brief overview of the proposed program, then answered several questions about the proposed program. No concerns were expressed on the part of regional university representatives. Full notes from the meeting are provided in Appendix A.

**Describe the specific workforce need and skills gap that is not being met by existing college or university programs (public or private) in your region. List similar bachelor's degrees at public and private colleges and universities in your region and identify, in detail with specific program examples, how they do not meet the regional business and industry needs.**

It is true that the University of Dayton offers a bachelor's degree in Health Science, with three distinct areas of concentration. However, this is not a program geared toward those currently employed in the healthcare field; it has been developed for traditional 4-year degree seeking students who have not yet entered the workplace. Moreover, by design, it is not a terminal degree – as noted on the program website “all three concentrations typically require additional schooling – either at the graduate or doctoral level – after earning a bachelor's degree.”

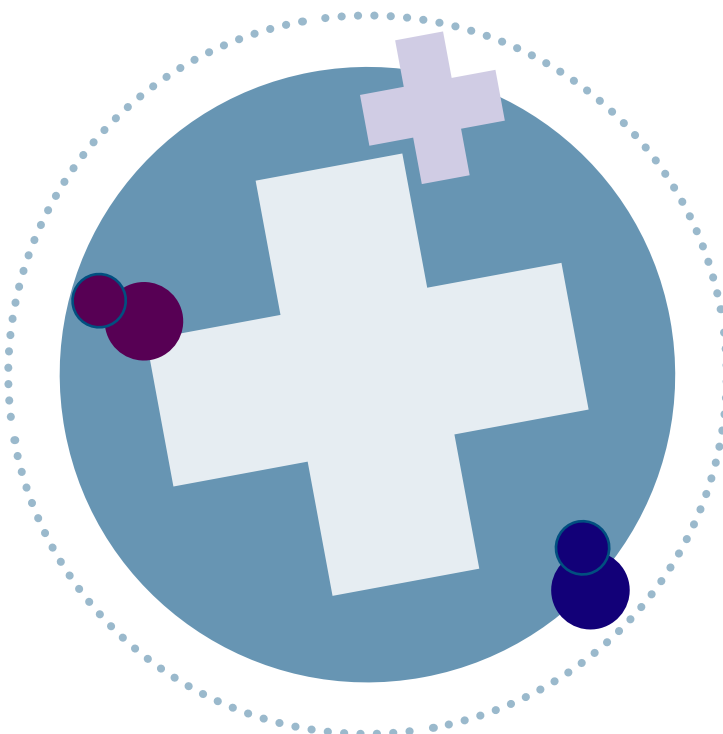
Wright State University offers a degree in Health and Physical Education, but this is an education program designed to prepare students to become “an exemplary health and physical education teacher.”

Cedarville University offers a bachelor's degree in Allied Health, but this is not a completion program for students who already have an associate degree, and its focus is to prepare students "for graduate school programs in physical therapy, physician assistant, occupational therapy, and other allied health fields."

Kettering College offers a Bachelor of Science in Health Sciences, with includes a concentration in Management, however the cost is beyond the tuition assistance provided by all local hospitals except the Kettering Health Network. Sinclair's proposed program will provide associate degree graduates with a program that would be covered by all tuition assistance programs offered by local hospitals.

Central State University does not offer a bachelor's degree in this area.

We are not aware of any other Health Sciences baccalaureate programs in the area.



## SECTION 2: INDUSTRY PARTNERSHIP

### 2.1 General Partnership Information

To be approved to offer an applied bachelor's degree, the college must enter into at least one agreement with a regional business or industry to train students in an in-demand field and to employ students upon successful completion of a program.

Provide the name(s) of the regional business/industry partner for the proposed program.

Sinclair's Proposed BAS Program Involves a Number of Local Partners		
Dayton Children's Medical Center	Kettering Health Network	Premier Health
	Kettering Health Hamilton/Fort Hamilton Hospital	Atrium Medical Center
	Kettering Health Dayton/Grandview	Miami Valley Hospital
	Kettering Health Greene Memorial	Miami Valley Hospital North
	Kettering Health Main/Kettering Hospital	Miami Valley Hospital South
	Soin Medical Center	Upper Valley Medical Center
	Kettering Health Washington Township/Southview	
	Kettering Health Miamisburg/Sycamore	
	Kettering Health Troy/Troy Hospital	

**Submit a copy of the partnership agreement(s) as an appendix item.**

Sinclair Community College has received letters of support from our region's three largest healthcare employers, **Premier Health, Kettering Health, and Dayton Children's Hospital**. This bachelor's degree will provide a valuable opportunity for current associate degree holders to earn an advanced degree to advance their career pathway in management, leadership, or education. The Sinclair Bachelor of Applied Science in Health Sciences degree is a completion degree focusing on management, leadership, and education, rather than clinical skills; therefore, the college does not need a formal agreement with these partners to guarantee clinical positions for students.

**Describe current and future employment opportunities with the business/industry partner(s) and within the region. Include the data points that will be collected to track employment outcomes.**

The three Dayton area hospitals who have offered support for Sinclair to offer a Bachelor of Science in Health Sciences employ more than 30,000 employees combined, many of whom are associate degree healthcare workers in the fields of Respiratory Therapy, Radiation Technology, Medical Assisting, Nutrition and Dietetics, Occupational and Physical Therapy, Surgical Technology, and Emergency Medical Services. While the associate degree in these professions creates highly qualified technicians, it does not qualify them for advanced careers in leadership and management. Each of these hospitals/networks offers employees tuition assistance to complete a bachelor's degree, and the Sinclair Bachelor of Science in Health Sciences completion degree would provide a high-quality and affordable option. Each also has employees in leadership positions who serve on Sinclair advisory committees and provide valuable feedback and insight into Sinclair's healthcare programs.

**Submit letters of support from specific business/industry partners indicating their commitment to train students in an in-demand field and to employ students upon their successful completion of the program as an appendix item. Support letters are expected to detail the partner's current and future employment needs and to specifically describe the partner's level of involvement with the proposed program (e.g., participation in curriculum development, participation in program advisory boards, and commitment to providing work-based learning opportunities for students).**

Letters of support from Premier Health, Kettering Health, and Dayton Children's Hospital have been provided in Appendix B.

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## **2.2 WORKPLACE–BASED LEARNING EXPERIENCE**

**Describe the workforce-based learning experience(s) embedded in the program. Include commitments from business and industry partner(s) as an appendix item.**

This program targets associate degree healthcare graduates who are already working – work-based learning would occur naturally for these students in their current places of employment as they are working through the proposed program. The provided letters from industry partners underscore their commitment to the proposed program as means of helping their working employees complete a bachelor's degree that will expand their occupational opportunities as well as strengthen the healthcare workforce.

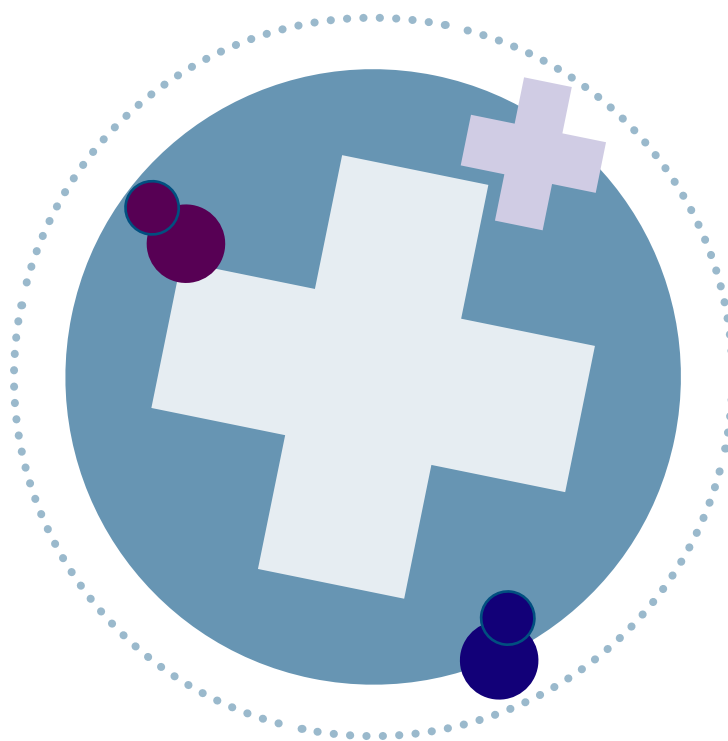
Please see Appendix B for agreements with Premier Health, Kettering Health, and Dayton Children's Hospital.

**Describe the relationship of the individuals working with students in the workplace-based learning experience to those in the on-campus program (e.g., are they members of the on-campus faculty who also participate in the off-campus experience, or are they individuals employed by the off-campus facility who agree to supervise/mentor students)?**

Preceptors will be selected to supervise the students' practicum experiences at the agency in which the preceptor is employed. Preceptors will be mutually agreed upon by the faculty, the practicum agency, and the preceptor. Selection of a preceptor will be based on the course outcomes and the preceptor's expertise. Preceptors will be selected in areas of leadership and management, staff and/or student education. Faculty are responsible for the course, sharing the course outcomes, syllabi, and assessment strategies with the preceptor. The preceptor is responsible to identify and facilitate opportunities in their work environment for observation and practice. Preceptors engage in formative and summative evaluation, providing feedback to the student and faculty; faculty and student(s) will provide feedback to the preceptor and the agency. This model ensures the college is meeting the educational needs of its students while supporting workforce needs of the agencies. This also ensures that Sinclair will have sufficient faculty for the traditional lecture coursework and not be required to hire additional faculty to implement the experiential learning component of the program. The students in this program are already credentialed in their fields; therefore, clinical experiences with patients are not required.

**Provide a description of the mechanisms used to measure the success of the workplace-based learning experience. Indicate how faculty members on the main campus are involved in monitoring and improving the experience.**

Faculty teaching the didactic portion of the classes are the faculty of record and are responsible for assigning a grade. Therefore, they are responsible for weekly communication with the preceptor(s) to address students' success in identifying, discussing, and applying course content. Faculty can assist preceptors to identify opportunities/experiences that will reinforce or demonstrate class content. Faculty will provide rubrics to preceptors to assess criteria demonstrating the understanding of course content, reasoning, and judgment, as well as communication and professional work habits. Those assessments would be returned to the faculty to apply the appropriate course grade. In addition to the student assessment, Sinclair faculty will assess overall satisfaction from students, preceptors, and employers.



## SECTION 3: INSTITUTIONAL CAPACITY

### **Describe the faculty capacity for the proposed program. Include numbers for existing faculty, and faculty that will be hired.**

No additional faculty will be hired to implement a Bachelor of Applied Science in Health Sciences at Sinclair Community College. Current faculty who possess a Master's degree or Doctorate will teach the courses. Preceptors, who are qualified in the respective fields, will provide the work-based learning experiences. A list of current full-time Sinclair Community College faculty who are qualified is provided in Appendix D.

### **Describe the financial capacity for the proposed program.**

#### **Sinclair is Ideally Situated Financially to Support the Proposed Program:**

Sinclair has a history of exemplary stewardship and strong financial health characterized by the following:

- A perfect fiscal accountability score of 5.0 in 2020, 2021 and 2022 on the Ohio Department of Higher Education Senate Bill 6 review, which uses year-end financial statements to monitor health of public institutions based on assets, debt, revenue, and expense.
- No debt and minimal deferred maintenance.
- Among the lowest tuition in the State of Ohio among public institutions (for Montgomery County residents).
- A long-term approach to financial management which includes setting aside targeted reserves that can be used to invest in new initiatives such as baccalaureate degrees.

The college has resources to invest in baccalaureate degree programs and has done a thorough fiscal analysis of the program to ensure it will generate sufficient enrollment and net income to be self-sustaining over time. Please see Appendix C.

### **Describe the facilities and equipment capacity for the proposed program.**

Existing Sinclair facilities and equipment will easily accommodate the proposed program. Sinclair's proposed Health Sciences BAS program will provide options for both in-person and online learning. The third and fourth years of the program subsequent to completion of the associate degree will allow students to choose to complete their bachelor's degree in-person, online, or in some combination of the two modalities. Students enrolled in this bachelor's degree completion program will most likely be employed within healthcare, and therefore, require a flexible degree program. The Sinclair Bachelors of Applied Science in Health Sciences completion degree has been designed to provide students with great flexibility. We commit to offering the program both in-person and online based on student demand. Even students who choose the online learning modality can expect to spend up to 25% of Allied Health instructional hours in-person completing assignments which require observations, attendance, or projects in work settings with preceptors.

Regardless of the modality selected by the student, all students will have access to high-quality learning environments, including:

- Community and hospital settings for workplace learning
- Sinclair's powerful online learning platform and national award-winning online instructional design, delivery, and student support
- Sinclair's state-of-the-art Sifferlen Health Sciences Center
- Sinclair's new Simulation Center



Sinclair has an exceptional online learning platform. The Instructional Technology Council, a subsidiary of the American Association for Community Colleges, presented four awards for “Excellence in eLearning” last year, with eligibility open to all community colleges across the country, and Sinclair won three out of four of them. The eLearning division at Sinclair has 37 staff members fully dedicated to eLearning development, support, and training. These staff members include instructional designers, a team of learning technologists, graphic designers, media developers, faculty support specialists, and student support specialists.

Sinclair’s eLearning division produces more than 200 course projects annually, in addition to supporting just-in-time help and assistance to faculty working in the eLearn environment. Online and technology-enabled development is completed fully “in-house” using agile development methods, which means that eLearning has the capacity, expertise, and resources to quickly build courses, associated multimedia resources (e.g., 3D simulations), and train and support faculty and students in the online environment. eLearning additionally supports more than 500 faculty annually in professional development and training for technology-enhanced pedagogy through workshops, seminars, and 1-1 consulting. All courses built by eLearning and faculty partners also use a master course model, meaning the same content, assessments, and outcomes are delivered to students no matter who teaches the course, ensuring high quality student experiences and accreditation best practice. Sinclair’s eLearning division has been recognized for cutting edge work in online learning, including recognition and awards from the Department of Labor, Department of Education, Instructional Technology Council, League for Innovation, and the Bellwether College Consortium.

Sinclair’s physical learning environment is equally impressive. In August 2017, Sinclair Community College opened the Sifferlen Health Sciences Center, a \$32 million-dollar, 141,000 square foot state-of-the-art facility dedicated to healthcare education. The Health Sciences division at Sinclair offers over 50 degree and certificate health programs, and partners with more than 600 healthcare organizations to provide students with real-world practicum education. The facility includes numerous simulation spaces, including a four-room hospital, operating room, home-health apartment, ambulance, rehabilitation lab, and three physician office suites. These spaces allow for authentic simulated experiences, which can be video-captured and used as instructional resources. This space also lends itself to educate inter-professionally across the disciplines. While this proposed program will be available both in-person and online, students who choose online learning will still have access to these resources and they are available to faculty as an additional resources.

**In addition to allowable tuition, will additional program fees be required for students in the proposed program? If so, please describe.**

Sinclair provides exceptional value for students, with some of the lowest tuition and fees across the state. Please see the chart below.

(<https://www.sinclair.edu/services/welcome-center/bursar/tuition-fee-schedule/>):

Per Credit Hour Fee	Montgomery County	Other Ohio Residents	Out of State
Instructional Fee	114.78	114.78	114.78
General Fee	14.25	14.25	14.25
Career Services Fee	7.00	7.00	7.00
Out-of-County Surcharge	—	47.25	
Out-of-State Surcharge	—		203.37
<b>Total Tuition and Fees</b>	<b>136.03</b>	<b>183.28</b>	<b>339.40</b>

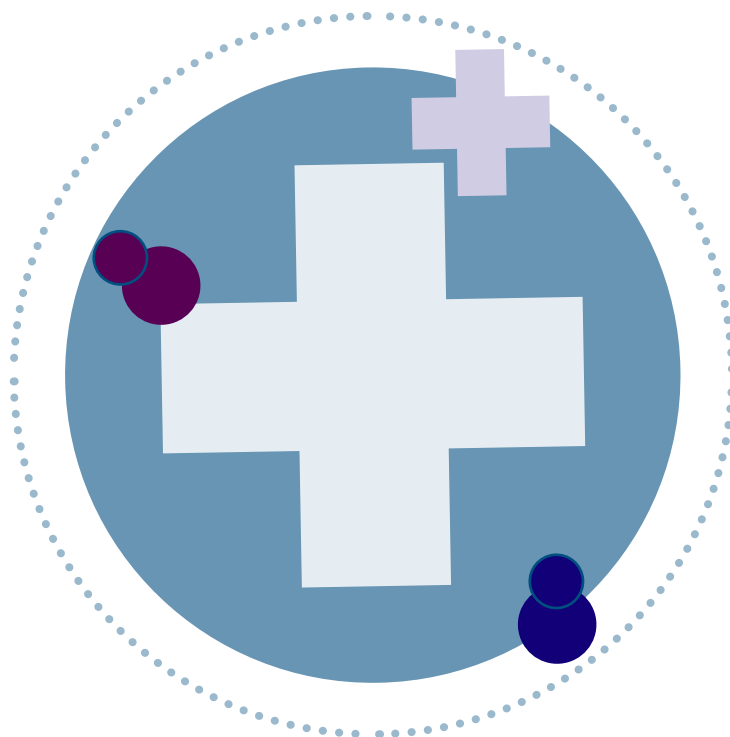
**Provide a budget that addresses the up-front investment required to establish the proposed program.**

Please see the budget below for initial program investment. No capital investments are needed for the launch of this program.

Initial Investment	
Non– Capital Costs	
Printing	\$2,000
Curriculum Development	\$50,576
Subtotal	\$52,576
Capital Costs	
Capital Equipment	\$0
Total	\$52,576

**Please provide revenue and expense information that tracks how many years it will take for revenue derived from the program to exceed program expenses.**

Please see Appendix C for the revenue and expense information.



## SECTION 4: PROGRAM INFORMATION

**Provide the learning outcomes of the program. Note: if existing bachelor's degree programs might appear to be duplicative, please list those programs and describe how the learning outcomes of the proposed program differ from the learning outcomes of existing program(s).**

**Communication, Critical Thinking, Problem Solving** Apply effective skills that methodically analyze and interpret data based on sound epidemiological and statistical principles for continuous quality improvement in healthcare.

**Community** Assess community/public health needs and identify strategies for increasing the health of a population.

**Global Awareness** Assess contemporary policies, regulations, and governance structures relevant to diversity, equity, and inclusion in healthcare delivery systems and their implications for ethical decision-making.

**Professional Liability** Demonstrate professional behaviors and attitudes consistent with the delivery of compassionate, trauma-informed, safe, ethical and legal patient care.

**Professionalism** Demonstrate an appreciation for, and a knowledge of, interrelationships among allied health disciplines.

### Provide the proposed course sequence and course descriptions

5th Semester		
<b>ALH-3101</b>	The U.S. Healthcare System and Ethical Considerations	<b>3</b>
<b>ENG-1201</b>	English Composition II	<b>3</b>
<b>OT36</b>	OT36 Arts & Humanities Elective	<b>3</b>
<b>OT36</b>	OT36 Social/Behavioral Science Elective	<b>3</b>
<b>OT36</b>	OT36 Elective	<b>3</b>
	<b>Semester Total</b>	<b>15</b>

6th Semester		
<b>ALH-2220</b>	Pathophysiology	<b>3</b>
<b>ALH-3203</b>	Epidemiology	<b>3</b>
<b>ALH-3301</b>	Global Aging	<b>3</b>
<b>OT36</b>	OT36 NPS Elective	<b>6</b>
<b>OT36</b>	OT36 Elective	<b>3</b>
	<b>Semester Total</b>	<b>18</b>

7th Semester		
<b>ALH-4101</b>	Community Health Perspectives	<b>3</b>
<b>ALH-3202</b>	Healthcare Instructional Development & Pedagogy	<b>3</b>
<b>ALH-4310</b>	Concepts of Quality Management and Leadership in Healthcare	<b>3</b>
<b>OT36</b>	OT36 Arts or Humanities Elective	<b>3</b>
<b>MHT-1120</b>	Trauma-Informed Care	<b>3</b>
	<b>Semester Total</b>	<b>15</b>

8th Semester		
<b>ALH-4431</b>	Interdisciplinary Healthcare Team Practice	<b>3</b>
<b>ALH-4430</b>	Health Science Capstone/Senior Project	<b>3</b>
<b>OT36</b>	OT36 Social/Behavioral Science Elective	<b>3</b>
<b>OT36</b>	OT36 Mathematics Elective	<b>3</b>
	<b>Semester Total</b>	<b>12</b>

**ALH 3101 – The U.S. Healthcare System and Ethical Considerations (3 credit hours)**

Survey of the current U.S. healthcare system in relationship with delivery, organization, financing and outcomes. Exploring the connection between the healthcare professional and ethical issues affecting healthcare.

**ALH 3203 – Epidemiology (3 credit hours)**

Covers the methods and principles of epidemiological investigation focusing on both infectious and non-infectious diseases.

**ALH 3301 – Global Aging (3 credit hours)**

Study of global health and well-being of older adults.

**ALH 4101 – Community Health Perspective (3 credit hours)**

Survey of the healthcare needs and healthcare delivery within the context of the changing demography of the United States.

**ALH 4302 – Healthcare Instructional Development & Pedagogy (3 credit hours)**

Introduce the basic principles of instructional design and implementation, as well as types of healthcare learners in a variety of healthcare settings.

**ALH 4310 – Concepts of Quality Management and Leadership in Healthcare (3 credit hours)**

Survey of concepts to management and leadership within healthcare. Explore the theoretical foundations and application of quality improvement methods, tools and strategies needed to increase organizational effectiveness.

**ALH 4431 – Interdisciplinary Healthcare Team Practice (3 credit hours)**

Survey of conceptual styles of interdisciplinary practice in community and healthcare settings.

**ALH 4430 Health Science Capstone/Senior Project (3 credit hours)**

Assessment of one's knowledge and experience regarding the healthcare professional's role in healthcare setting. Students will explore their strengths and development opportunities as a healthcare professional.

**MHT 1120 Trauma Informed Care (3 credit hours)**

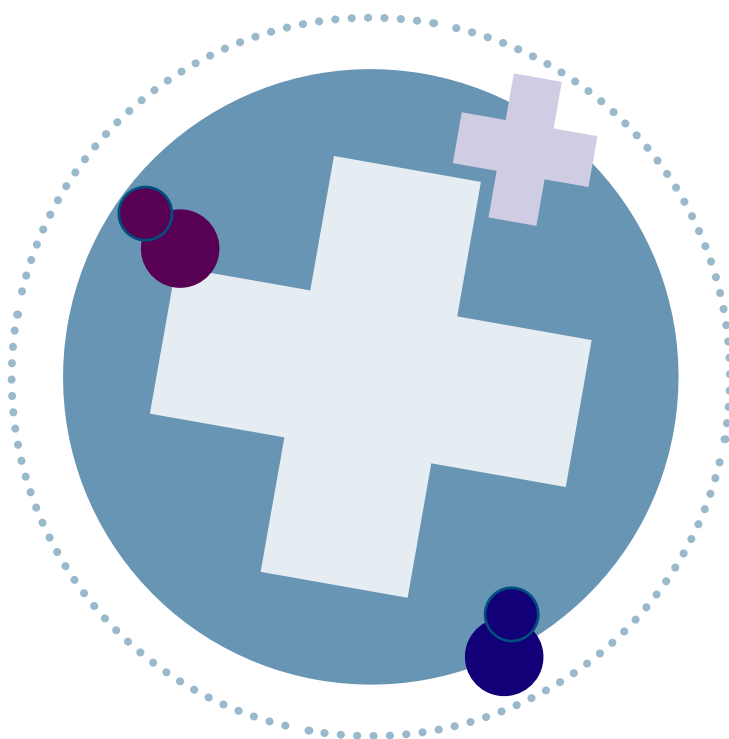
This course is designed for healthcare workers, public health professionals, social service professionals and mental health and addiction services clinicians. Students will be introduced to concepts of trauma informed care including trauma definitions, types of traumas, the trauma survivor, trauma responses, evidenced based practices, and the effect of trauma on the caregiver. This course will also provide a framework for identifying the difference between a trauma informed system service delivery and a traditional system of service delivery.

**If students will earn industry-recognized credentials as a part of the program, please identify those credentials.**

Students participating in the leadership/management track or education track will not receive an additional credential, but will be eligible for management and leadership positions.

**Is programmatic/specialized accreditation available for the program? If so, please indicate the accreditor and the timeline for seeking accreditation.**

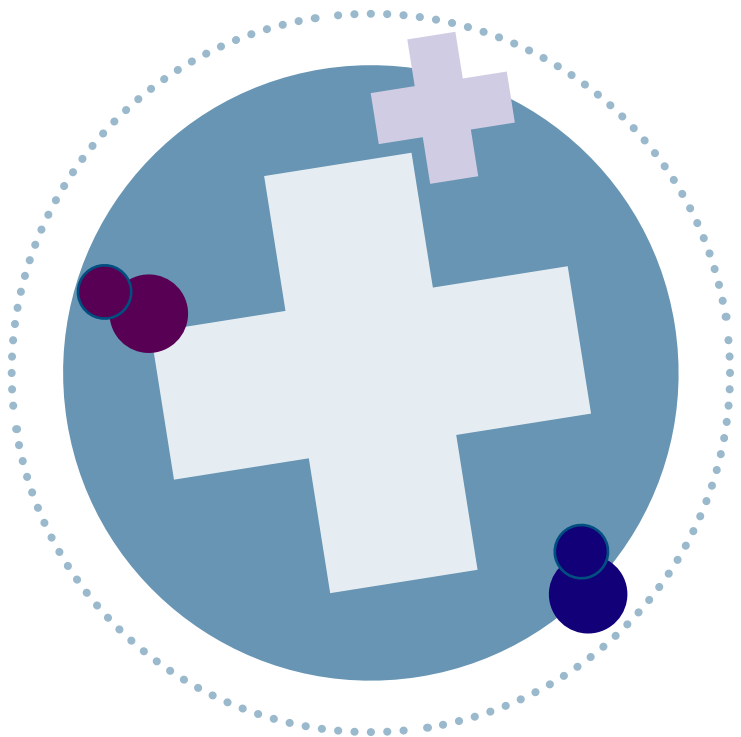
No programmatic or specialized accreditation is relevant to the proposed program.



## APPENDICES

List the appendix items that are included with the request, in the order of which they are in the proposal. Appendix items should be clearly labeled and submitted electronically as PDF or Microsoft Office documents.

- **APPENDIX A – Summary of Regional Education Provider Discussion**
- **APPENDIX B – Partnerships/Letters of Support**
- **APPENDIX C – Pro Forma Fiscal Analysis**
- **APPENDIX D - Faculty Available to Teach in the Proposed Program**
- **APPENDIX E - Sample of Job Postings for Health Sciences Positions Requiring a Bachelor's Degree - By Employer**



## **APPENDIX A – Summary of Regional Education Provider Discussion**

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### **Background**

On February 23, 2023, Sinclair met with representatives from the University of Dayton, Cedarville University, and Wright State University to provide an overview of the proposed Bachelor of Applied Science in Health Sciences. Central State University and Kettering College were invited to send representatives, but no representatives from those institutions attended the meeting.

Sinclair provided a brief overview of the proposed program, then answered several questions about the proposed program. **No concerns were expressed on the part of regional university representatives.** Full notes from the meeting are provided below.

### **Discussion Notes**

#### **NOTES – UNIVERSITY PARTNERS MEETING – February 23, 2023**

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##### **Attendees:**

Sinclair:

- **Tony Ponder**, *Provost*
- **Rena Sebor**, *Dean, Health Sciences*
- **Jan Mains**, *Assistant Dean, Health Sciences*
- **Karl Hess**, *Dean, Science, Mathematics, and Engineering*
- **Clay Pittman**, *Chairperson, Aviation Technology*
- **Jared Cutler**, *Assistant Provost*

##### **University Partners:**

- **Diana Cuy Castellanos**, *University of Dayton, Department Chairperson Health and Sport Science*
- **Angelia Mickle**, *Cedarville, Dean, School of Nursing*
- **Amy Thompson**, *Wright State University, Provost*
- **Martha Sexton**, *Wright State University, Associate Dean, Health Education, and Human Services*

Central State University and Kettering College were invited, but no representatives from those institutions attended the meeting.



## Welcome from Dr. Ponder

We will provide an overview of these programs, after which we will take time for questions and for discussion. We will address any concerns that come up in the RFI.

## Health Sciences

Dr. Sebor provided an overview of the program. After the approval of the BSN, Health Science majors outside of Nursing asked what Sinclair could do for them in terms of bachelors degrees. Ninety-two percent of current students and alumni are interested in a completion program, most of area employers require a minimum of bachelors to advance into management supervisory positions. To address the national shortage of health care educators, this program would provide a ladder to the bachelors degree. We are very interested in bridging the gap so students can afford a bachelors degree and progress in their careers. Of the employers surveyed, a majority agreed that they want their employees to have a pathway to a future career. We will take questions, thoughts.

**Q:** *University of Dayton – Any idea of enrollment into the program?*

**A:** Dr. Sebor – We have 500-600 degree completers each year, we don't know how many will actually return to take the program.

**Q:** *Cedarville University – Will the program be predominantly online? Is the BSN predominately online?*

**A:** Dr. Sebor: Yes, both programs are predominantly online.

**Q:** *University of Dayton – Which different health care fields you see these students going into?*

**A:** Dr. Sebor: We have around 20 degree programs. Other than Nursing, the largest is Radiologic Technology. We are trying to rebuild our Respiratory Therapy program after COVID. We have an Electroneurodiagnostic Technology program, we have Clinical Lab Technology, Exercise Science, Dental Hygiene, Mental Health and Addiction Services, Occupational Therapy, Physical Therapy.

**Q:** *Cedarville University – Are there waiting lists for these programs still?*

**A:** Dr. Sebor – No, not now. We only have waitlists time in four programs. Dental Hygiene, Surgical Technology, and Radiologic Technology have no wait list, Nursing is down to one semester, and there is no wait for LPNs.

**Q:** *Cedarville University – Do you have an LPN bridge program?*

**A:** Assistant Dean Mains – Yes, two semesters.

**Q:** *University of Dayton – What area you looking at in terms of adding classes?*

**A:** Dr. Sebor – We have four bachelor degree programs already, as far as General Education courses we are set.

**Q:** *University of Dayton – How much course development will there be?*

**A:** Dr. Sebor – There would be development of new courses for program specific courses. Much like we are now working on BSN-specific courses, and that should help this move forward as well.

**Q:** *University of Dayton – Will there be any faculty hiring?*

**A:** Dr. Sebor – This will not entail any new faculty hiring; existing faculty will be able to accommodate the program.

**Q:** *University of Dayton – Even with workload?*

**A:** Dr. Sebor – Not immediately – there will be no immediate need to increase workload.

**Q:** *Cedarville University – Same tuition?*

**A:** Dr. Sebor – Yes

**Q:** *Wright State University (P) – Will there be any requirement for a capstone or any kind of community-based clinical based experience?*

**A:** Assistant Dean Mains – Yes, didactic online. Depending on the track, there will be assignments for those going into leadership management. There will be preceptors, and students will be assigned to someone in the community in that role. We have the capability to support education readily for students going into that track. We work with a lot of schools where there is student teaching. We met with four-year institutions yesterday, and there is not currently excessive demand for individual preceptors, whereas for graduate students it is more difficult.

**A:** Dr. Sebor – There are not clinical hours so we won't be asking for more clinical hours. The program will have hands-on experiences, likely at the students' places of employment.

**Q:** *Wright State University (P) – Is there capacity to place Exercise Science students in other areas, is there bandwidth, will you have them do additional hours?*

**A:** Assistant Dean Mains – There is the potential for that in some programs, probably more with Exercise Science.

**A:** Dr. Sebor – In all honesty, Exercise Science enrollment is so low we constantly question whether we should continue the program.

**Q:** *Wright State University (AD) – What do your tracks look like?*

**A:** Assistant Dean Mains – There will be management supervision, education, and advanced clinical practice in very select programs. In our Radiologic Technology program, we have post-graduate certificates, and those electives could be built into the advanced clinical track.

**Q:** *University of Dayton – What does the curriculum look like?*

**A:** Dr. Sebor – We are not there yet – we would need to involve faculty in curriculum development. Once we have approval to move forward, we will involve faculty.

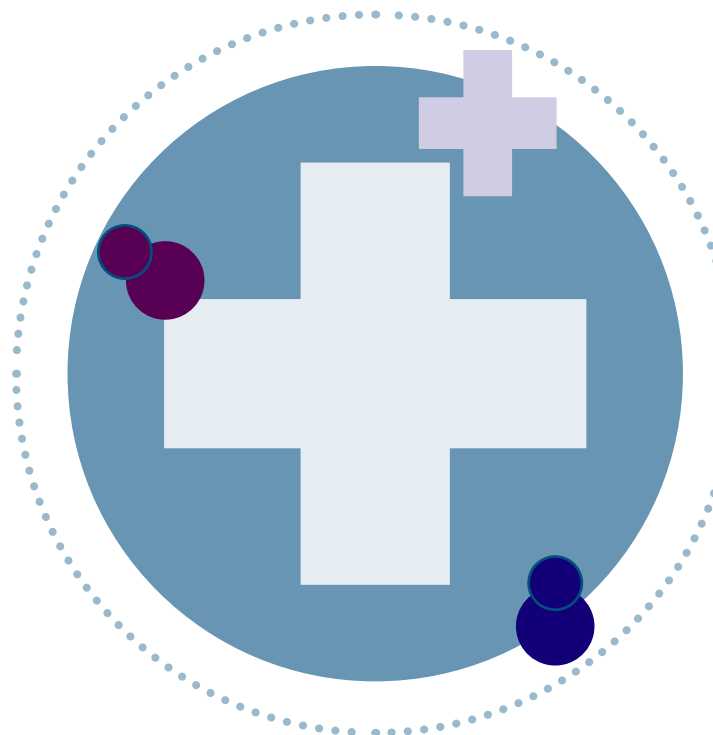
**Q:** *Cedarville University asking Wright State University (P) – It feels like there is such a need to find clinicals for students, have you run into issues with clinicals?*

**A:** Wright State University (P): We do not have concerns; we were just curious what that would look like.

**A:** Dr. Sebor – Clinical placements will be easier than they are in our associate degree. There is a challenge there, but it will be nowhere near that challenge in the proposed degree.

**Q:** Wright State University (P) – *Since the program will be predominantly online, will there be students from out of state?*

**A:** Assistant Dean Mains – Because the program will be online, having students from out of state is not off the table.



## **APPENDIX B – Partnerships/Letters of Support**



June 26, 2023

Dr. Steve Johnson  
President and CEO  
Sinclair Community College  
444 West Third Street  
Dayton, Ohio 45402

RE: Baccalaureate Completion Degree in Health Sciences

Dear Dr. Johnson:

Dayton Children's Hospital provides pediatric care in western Ohio and the surrounding states. Dayton Children's is at the cutting edge of serving pediatric needs, collaborating with the Boonshoft School of Medicine as a teaching hospital and offering the only ACS verified Level 1 Pediatric Trauma Center in the region. With more than 1,400 full-time employees and 300 part-time employees, it is critical that we work with our education partners to help educate the healthcare workers of tomorrow. A strong workforce is the only way we can continue to provide excellent pediatric care to our region.

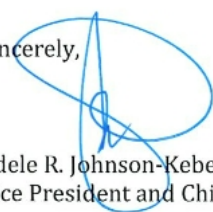
I understand the importance of maintaining a pipeline of healthcare and I believe that a Bachelor of Science in Health Sciences completion degree from Sinclair Community College will not only contribute to our ability to improve patient outcomes but also support the retention of clinical staff desiring advanced roles.

At Dayton Children's Hospital, there are approximately 360 positions that require a minimum of a bachelor's degree, and we hire approximately 90 bachelor's degree professionals annually. Our hospital, and the greater Dayton area, will benefit by having additional bachelor's degree options for associate degree healthcare workers to continue serving the community.

If Sinclair's Bachelor of Science in Health Sciences completion degree is approved, we will be prepared to promote this opportunity to existing associate degree employees, we will hire new employees who are graduates of the programs, and we will provide opportunities for student practicums.

We are impressed with the quality of the graduates from Sinclair's Health Sciences programs, and we are confident a future bachelor's completion degree will yield the same outstanding level of competent graduates. Because we are committed to ensuring high quality care for generations to come, we thank you in advance for approving Sinclair's BAS completion proposal, which will do our community a great service.

Sincerely,



Adele R. Johnson-Kebe, MSML, PHR  
Vice President and Chief Human Resources Officer



1 Prestige Place Rd.  
Miamisburg, OH 45342  
937.762.1718

[ketteringhealth.org](http://ketteringhealth.org)

[Derek.Morgan@ketteringhealth.org](mailto:Derek.Morgan@ketteringhealth.org)

[Jennifer.Shull@ketteringhealth.org](mailto:Jennifer.Shull@ketteringhealth.org)

Dr. Steve Johnson  
President and CEO  
Sinclair Community College  
444 West Third Street  
Dayton, Ohio 45402  
June 28, 2023

RE: Baccalaureate Completion Degree in Health Sciences

Dear Dr. Johnson:

Kettering Health Network provides outstanding patient care serving western Ohio and the surrounding states. Kettering employs over 14,525 employees; recruiting and retaining our employees is essential to fulfilling our mission. As the Executive Vice President of Nursing/System Chief Nursing Officer and Vice President of Human Resources at Kettering Health, ensuring a pipeline of competent, diverse, highly- skilled healthcare workers are of paramount importance. We believe that the addition of a Bachelor of Science in Health Sciences completion degree (BAS) from Sinclair Community College will ensure a robust pool of diverse healthcare professionals capable of supporting our hospital in meeting the challenges of the future.

Kettering Health Network employs over 3,000 healthcare professionals, which includes, nurses, respiratory therapists, radiologic technologists, surgical technologists, clinical lab techs, and therapists in rehabilitation services. While associate degree healthcare workers are well-prepared to care for patients, Kettering Health Network (KHN) recognizes that additional education at the baccalaureate-level prepares these healthcare workers for roles in supervision, management, and staff education. There are approximately 2,200 positions that require a minimum of a bachelor's degree within the Kettering Network. Our hospitals, and the greater Dayton area, will benefit by having additional bachelor's degree options for associate degree healthcare workers to meet workforce needs. In addition, we want to ensure our employees more closely reflect the diversity of our community, and Sinclair shares the same commitment to diversifying the healthcare workforce.

Kettering Health will certainly be a proud supporter if Sinclair is afforded the opportunity to offer a Bachelor of Science in Health Sciences completion degree. Our team of employees stand ready to serve on Sinclair's future Bachelor of Applied Sciences advisory boards or curriculum committees. In addition, KHN pledges to support practicum opportunities and encourage the enrollment of current associate degree-level healthcare professionals by hiring graduates from Sinclair's future BAS program. Kettering Health's 15 medical centers already employ many of Sinclair's associate degree healthcare workers and is enthusiastic about the quality of these graduates. Sinclair's array of Health Sciences programs is an important asset to the Kettering Health

Network in meeting our goal to transform the healthcare experience for every person in our community. Sinclair's graduates provide excellent patient care, and the addition of a baccalaureate education will optimize their contributions to our hospital and patients. When our patients thrive, so does the community. Thank you for considering Sinclair's proposal, and we will be honored to support this program, should it be approved. Please don't hesitate to reach out with any questions.

Sincerely,



Jennifer Shull

EVP/System Chief Nursing Officer



Derek Morgan

Vice President, Human Resources





Premier Health Center  
110 N. Main St.  
Dayton, Ohio 45402  
premierhealth.com

March 15, 2023

Dr. Steve Johnson  
President and CEO  
Sinclair Community College  
444 West Third Street  
Dayton, Ohio 45402

RE: Baccalaureate Completion Degree in Health Sciences

Dear Dr. Johnson:

Premier Health is proud to provide excellent patient care across southwest Ohio. With more than 13,000 employees, talent is essential to fulfilling our mission. As the VP of Talent Strategy at Premier Health, I understand ensuring a pipeline of competent, diverse, highly skilled healthcare workers is of paramount importance. I believe that a Bachelor of Science in Health Sciences completion degree from Sinclair Community College will assist in promoting a robust pool of talented and diverse healthcare workers capable of supporting our health system in meeting the challenges of the future.

Premier Health employs a variety of healthcare providers including but not limited to nurses, respiratory therapists, radiologic technologists, surgical technologists, lab techs, and therapists. While associate degree healthcare workers are well-prepared to care of patients, the health system benefits from baccalaureate level healthcare workers for supervisory, management, and educator roles. At Premier Health, we want to ensure our healthcare workers reflect the diversity of our community, and Sinclair shares the same commitment to diversifying the healthcare workforce.

Premier Health seeks to be a supportive partner if Sinclair is afforded the opportunity to offer a Bachelor of Science in Health Sciences completion degree. This includes communicating this as an educational opportunity to our current workforce and hiring new employees who are graduates of the program. Premier Health already employs many associate degree healthcare workers who graduate from Sinclair and is enthusiastic about the quality of these graduates.

Sinclair's graduates already demonstrate they provide excellent patient care. Additional education through a baccalaureate education will help optimize their contributions to our system, and to our patients. When our patients thrive, so does the community. Thank you for considering Sinclair's proposal. Please don't hesitate to reach out with any questions.

Sincerely,

Billie Lucente-Baker  
Vice President, Talent Strategy  
Premier Health, Human Resources

## **APPENDIX C – Pro Forma Fiscal Analysis**

**Sinclair evaluated the viability of the program using a ten-year framework of projected revenues and expenses. The driving variables underlying this assessment appear in the table below:**

<b>Model Element</b>	<b>Key Assumptions / Driving Variables Embedded in Model</b>
Enrollment (FTE)	Enrollments were forecast using point estimates provided by the chair for each course in the curriculum by fiscal year for each of the ten years in the model. The enrollment market for the Health Sciences baccalaureate degree for forecasting purposes are those students who already have an AAS degree and are likely currently working in a healthcare profession. Students enrolled in this completion degree will only have upper-level general education and program specific courses to complete.
Tuition and Fees	The model assumes current tuition and fee rates apply to current courses in the inventory and to the new bachelor level courses. This is a change from previous bachelor degree submissions where the baccalaureate-level courses tuition was recalibrated to yield an average of \$200 per credit hour. This change was made for conservatism since it is uncertain what the state will allow in the future in regards to raising course fees and or tuition.
State Share of Instruction (SSI)	The model incorporates SSI reimbursement pursuant to the 2-year sector model and uses proxies from the current course inventory to model baccalaureate-level ones. This revenue source was further reduced by 25% for conservatism as future subsidy allocation increases are not guaranteed, and decreases to the allocation are possible even with increasing enrollments.
Direct Faculty Labor	The model reflects a 50/50 faculty ratio with allowances made for outsourced instruction if applicable as specified by the chairs. The detail tabs split the faculty labor expenses into the PT increment and a “premium” to achieve the 50/50 level. The FT cost of faculty labor is derived by using a replacement rate wage cost vs. the current individual departmental FT rates.
Other Program Expenses	These amounts provided by the chair represent the residual of all direct costs traceable to the program including curriculum development costs that will be completed by the end of year one.
Overhead and Contingency	An estimate of indirect costs likely to be incurred coupled with an allowance of uncertainty; derived using 20% of total direct expenses.

**Please provide revenue and expense information that tracks how many years it will take for revenue derived from the program to exceed program expenses.**

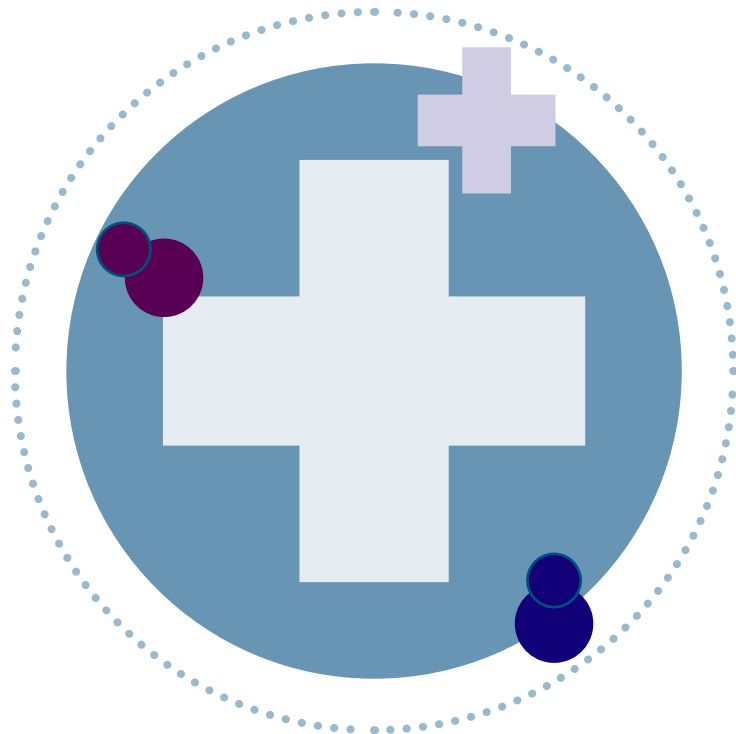
Sinclair evaluated the viability of the program using a ten-year framework of projected revenues and expenses. As shown in Appendix C, the program's pro forma illustrates that Sinclair can offer a high-quality educational experience in a prudent manner from a financial perspective.

Specifically, the program:

- Shows a positive margin (operating revenues exceed total operating expenses by Year 2.
- Recovers its initial investment of \$53K by Year 4.
- Returns 3,200% of the required initial investment over the ten-year horizon.

Program	Year									
	1	2	3	4	5	6	7	8	9	10
<b>HS BAS</b>										
FTE (Annualized)	10.5	24.7	36.4	48.9	55.7	58.8	60.0	60.0	60.0	60.0
Revenues	\$82,497	\$204,943	\$303,759	\$407,656	\$466,219	\$491,948	\$501,495	\$501,495	\$501,495	\$501,495
Expenses	205,069	150,642	185,507	222,529	242,948	252,026	255,445	255,445	255,445	255,445
Net	(\$122,572)	\$54,301	\$118,252	\$185,127	\$223,271	\$239,922	\$246,050	\$246,050	\$246,050	\$246,050
Cumulative Net	(\$122,572)	(\$68,271)	\$49,981	\$235,108	\$458,379	\$698,301	\$944,351	\$1,190,401	\$1,436,451	\$1,682,501

Initial Investment	
Non Capital	\$52,576
Capital	-
Total	<b>\$52,576</b>
% Recouped from Operations through Year 10	<b>3,200 %</b>



## APPENDIX D – Faculty Available to Teach in the Proposed Program

NAME	CREDENTIAL 1	CREDENTIAL 2	CREDENTIAL 3	CREDENTIAL 4	CREDENTIAL 5	CREDENTIAL 6
<b>Angela Bell</b>	LEAD - MS - WESTERN GOVERNORS UNIVERSITY	MGT - MS - WESTERN GOVERNORS UNIVERSITY	PSYE - AA - SINCLAIR COMMUNITY COLLEGE	SUT - AAS - SINCLAIR COMMUNITY COLLEGE		
<b>Angie Arnold</b>	INSTR - ME - UNIVERSITY CINCINNATI	MULTI - BA - CAPITAL UNIVERSITY	RAT - AAS - SINCLAIR COMMUNITY COLLEGE			
<b>Bernard McStay</b>	EDTEC - MED - WRIGHT STATE UNIVERSITY	HIM - AAS - SINCLAIR COMMUNITY COLLEGE	HIM - BS - UNIVERSITY CINCINNATI			
<b>Carol Cole</b>	EHS - MSEXH - MIAMI UNIVERSITY	RECT - BSED - BOWLING GREEN STATE UNIVERSITY				
<b>Cecilia Bidigare</b>	NUR - BSN - NAZARETH COLLEGE IN KALAMAZOO	NUR - DNP - WRIGHT STATE UNIVERSITY	NUR - MSN - WAYNE STATE UNIVERSITY			
<b>Chuck Sowerbrower</b>	HLTH - MED - WEST CHESTER UNIVERSITY PEN	HSC - BS - WEST CHESTER UNIVERSITY PEN				
<b>Cynthia Leverich</b>	ALH - MAAH - EAST TENNESSEE STATE UNIVERSITY	DEH - AAS - SINCLAIR COMMUNITY COLLEGE	RET - AAS - SINCLAIR COMMUNITY COLLEGE	TAS - BTAS - OHIO UNIVERSITY		
<b>David Clark</b>	DIT - AAS - SINCLAIR COMMUNITY COLLEGE	DITST - STC - SINCLAIR COMMUNITY COLLEGE	NUTRI - MSHE - UNIVERSITY ALABAMA			
<b>David Krasofsky</b>	MEDTE - BS - WRIGHT STATE UNIVERSITY	QUIMP - MBA - XAVIER UNIVERSITY				
<b>Deborah Atkinson</b>	MAS - AAS - SINCLAIR COMMUNITY COLLEGE	NUR - BSN - WRIGHT STATE UNIVERSITY	NUR - MS - WRIGHT STATE UNIVERSITY			
<b>Emily Garber</b>	EXE - BS - OHIO UNIVERSITY	GENPS - PHD - GRAND CANYON UNIVERSITY	PT - MPT - ANDREWS UNIVERSITY			
<b>Greg Dudash</b>	MEDI - MD - WRIGHT STATE UNIVERSITY					

<b>Gwendolyn Helton</b>	CNSLG - MS - WRIGHT STATE UNIVERSITY	PSY - BS - WRIGHT STATE UNIVERSITY				
<b>Heather Stoner</b>	P-PT - BSEA - UNIVERSITY DAYTON	PREPT - BS - UNIVERSITY DAYTON	PTA - AAS - SINCLAIR COMMUNITY COLLEGE	PUBH - MPH - CREIGHTON UNIVERSITY		
<b>Heidi McGohan</b>	EDLEA - MED - JONES INTERNATIONAL UNIVERSITY					
<b>James Simonson</b>	HIEDL - PHD - NORTHCENTRAL UNIVERSITY	MUS - BM - EASTERN ILLINOIS UNIVERSITY	MUS - MM - UNIVERSITY KANSAS			
<b>Janice Bruns</b>	NUR - MS - UNIVERSITY PHOENIX					
<b>Jean Ruddell</b>	BIOSI - MS - BOWLING GREEN STATE UNIVERSITY	MEDTE - BS - ANGELO STATE UNIVERSITY	RESS - STC - SINCLAIR COMMUNITY COLLEGE			
<b>Jennifer Barbee-Crim</b>	NUR - BSN - WRIGHT STATE UNIVERSITY	NUR - MSN - WALDEN UNIVERSITY	NURPR - UNIVERSITY CINCINNATI			
<b>Jennifer Murray</b>	NUR - AAS - SINCLAIR COMMUNITY COLLEGE	NUR - BSN - INDIANA WESLEYAN UNIVERSITY	NUREA - MSN - OHIO UNIVERSITY			
<b>Jennifer Spegal</b>	CLASS - MED - WRIGHT STATE UNIVERSITY	MICRO - BS - EASTERN KENTUCKY				
<b>Jessica Hodell</b>	COUN - MS - WRIGHT STATE UNIVERSITY	PSY - BA - WRIGHT STATE UNIVERSITY				
<b>Johanne Doty</b>	DEH - AS - UNIVERSITY BRIDGEPORT	DEH - BS - UNIVERSITY BRIDGEPORT	ID - MED - POST			
<b>Julia Clark</b>	NUR - BSN - WRIGHT STATE UNIVERSITY	NUR - MS - BALL STATE UNIVERSITY	TRIDENT TECHNICAL COLLEGE			

<b>Julie Ledbetter</b>	INTDS - BS- LIBERTY UNIVERSITY	MAS - AAS - SINCLAIR COMMUNITY COLLEGE				
<b>Karen Motley</b>	BUSAD - MBA - INDIANA WESLEYAN UNIVERSITY	MRA - BS - OHIO STATE UNIVERSITY	MRT - AAS - SINCLAIR COMMUNITY COLLEGE			
<b>Katelyn Donovan</b>	NSG - MS - WESTERN GOVERNORS UNIVERSITY	NUR - AAS - SINCLAIR COMMUNITY COLLEGE	NUR - BS - WESTERN GOVERNORS UNIVERSITY			
<b>Kathleen Querner</b>	BOT - BS - MIAMI UNIVERSITY	PED - MA - MIAMI UNIVERSITY				
<b>Kathy Elson</b>	COUN - MS - WRIGHT STATE UNIVERSITY	PSY - BA - URBANA UNIVERSITY				
<b>Kathy Fitzgerald- Petersen</b>	NUR - BS - THOMAS JEFFERSON UNIVERSITY	NUR - MS - UNIVERSITY PENNSYLVANIA				
<b>Katie Walker</b>	OT - MOT - UNIVERSITY INDIANAPOLIS	PSY - BA - BUTLER UNIVERSITY				
<b>Kelly Brown</b>	COU - MED - WRIGHT STATE UNIVERSITY	PSY - BA - WRIGHT STATE UNIVERSITY				
<b>Kelly Gruver</b>	BUS - MBA - BLUFFTON UNIVERSITY	MAS - AAS - SINCLAIR COMMUNITY COLLEGE	ORG - BA - BLUFFTON UNIVERSITY			
<b>Lindsay Schultz</b>	DIET - BS - BALL STATE UNIVERSITY	DIET - MS - BALL STATE UNIVERSITY	NUTRI - MS - BALL STATE UNIVERSITY			
<b>Mary Brown</b>	MUS - BM - UNIVERSITY DAYTON	REHAB - MRC - WRIGHT STATE UNIVERSITY				
<b>Melissa Struewing</b>	APS - BAHS - BOWLING GREEN STATE UNIVERSITY	EDTEC - MED - WRIGHT STATE UNIVERSITY				

<b>Mindy Dunkle-Carter</b>	NUR - AAS - COLUMBUS STATE COMMUNITY COLLEGE	NUR - BSN - OHIO UNIVERSITY	NUR - MSN - UNIVERSITY SAINT MARY	SWK - BS - OHIO STATE UNIVERSITY		
<b>Miriam Yarnall</b>	LEP - AAS - SINCLAIR COMMUNITY COLLEGE	NUR - AAS - SINCLAIR COMMUNITY COLLEGE	NUR - BSN - OHIO UNIVERSITY-CHILLICOTHE CA	NUR - MSN - OHIO UNIVERSITY-CHILLICOTHE CA	NURED - PHD - CAPELLA UNIVERSITY	
<b>Molly Roll</b>	EDADM - MED - XAVIER UNIVERSITY	NUR - BS - YORK COLLEGE PENNSYLVANIA	NUR - MS - XAVIER UNIVERSITY			
<b>Natalie Holzapfel</b>	EDUC - MSN - WAYNESBURG UNIVERSITY	NUR - BSN - KENT STATE UNIVERSITY				
<b>Nicholas Mullen</b>	ELST - STC -SINCLAIR COMMUNITY COLLEGE	HIEDU - MS - CAPELLA UNIVERSITY	HSED - BS - KETTERING COLLEGE	RET - AAS - SINCLAIR COMMUNITY COLLEGE		
<b>Nila Peavy</b>	HPRE - BS - PITTSBURG STATE UNIVERSITY	HPRE - MED - PITTSBURG STATE UNIVERSITY				
<b>Pamela Callahan</b>	EDU - DED - CAPELLA UNIVERSITY	HEA - MSEAP - UNIVERSITY DAYTON	HLTH - BS - KETTERING COLLEGE	RAT - AAS - SINCLAIR COMMUNITY COLLEGE		
<b>Pamela Hill</b>	NUR - BSN - WRIGHT STATE UNIVERSITY	NUR - MS - OHIO STATE UNIVERSITY	NURPR - DNP - UNIVERSITY CINCINNATI			
<b>Renee Schmitz</b>	EDTEC - MED - WRIGHT STATE UNIVERSITY	HIM - AAS - SINCLAIR COMMUNITY COLLEGE	HIMA - BS - UNIVERSITY CINCINNATI			
<b>Robert Smith</b>	NUR - MS - UNIFORMED SERVICES UNIVERSITY					
<b>Robyn Razor</b>	BMC - CRT - SINCLAIR COMMUNITY COLLEGE	EDU - MS - WRIGHT STATE UNIVERSITY	GBM - AAS - SINCLAIR COMMUNITY COLLEGE	NUR - AAS - SINCLAIR COMMUNITY COLLEGE	NUR - BSN - WRIGHT STATE UNIVERSITY	NURPR - DNP - UNIVERSITY CINCINNATI
<b>Sharon Christman</b>	NSG - DOPHY - OHIO STATE UNIVERSITY	NSG - MS - OHIO STATE UNIVERSITY				



<b>Sheryl Gould</b>	HUMD - BA - ANTIOCH COLLEGE	MHT - AAS - SINCLAIR COMMUNITY COLLEGE	SOCAG - MSEAP - UNIVERSITY DAYTON			
<b>Stephanie Fox</b>	NUR - BSN - WRIGHT STATE UNIVERSITY	NUR - MS - CHAMBERLAIN UNIVERSITY				
<b>Susan Miller</b>	NUR - BSN - WRIGHT STATE UNIVERSITY	NUR - MSN - UNIVERSITY PHOENIX				
<b>Susan Willin- Mulay</b>	HCM - MBA - UNIVERSITY PHOENIX	NUR - BSN - BOWLING GREEN STATE UNIVERSITY	NUR - MSN - UNIVERSITY PHOENIX			
<b>Tammy Czyzewski</b>	BS - BA - CEDARVILLE UNIVERSITY	NUR - AS - KETTERING COLLEGE	NUR - BSN - CEDARVILLE UNIVERSITY	NUR - MS - WRIGHT STATE UNIVERSITY	PSY - BA - CEDARVILLE UNIVERSITY	
<b>Tammy Lowe</b>	BUSN - AS - INDIANA WESLEYAN UNIVERSITY	MGT - MS - INDIANA WESLEYAN UNIVERSITY	NUR - BSN - INDIANA UNIVERSITY EAST	NUR - MSN - UNIVERSITY PHOENIX		
<b>Tina Partin</b>	NUR - AS - KETTERING COLLEGE	NUR - BS - OTHER COLLEGES - OHIO	NUR - MS - WRIGHT STATE UNIVERSITY			
<b>Vanessa Thomas</b>	NUR - BS - LEHMAN COLLEGE	NUR - MS - WESTERN GOVERNORS UNIVERSITY	NURPR - DNP - CHAMBERLAIN UNIVERSITY			
<b>Wendy Moore</b>	DEH - BS - OHIO STATE UNIVERSITY	HUSA - MSA - CENTRAL MICHIGAN UNIVERSITY				

## APPENDIX E

### Sample of Job Postings for Health Sciences Positions Requiring a Bachelor's Degree - By Employer



## Job Descriptions Requiring Bachelor's Degree

Prepared for Sinclair Community College on 06/23/23

### Patient Access Manager

#### Job Description

This facility specific position, under the direction of the Executive Director of Access and Scheduling Services, Kettering Health Network, is responsible for the operations, financial, and personnel activities of the patient registration, pre-registration, insurance verification and activities related to pre-service such as pre-certification for services and medical necessity checking, financial counseling, and bed control functions and point of service collections for the assigned facility.

#### Requirements

##### Minimum Education

Bachelor's Degree Required or 4 Years Direct Experience in Revenue Cycle Management

##### Minimum Work Experience

- 4 Years Direct Experience in Revenue Cycle Management
- At least 2-4 years Patient Access/Scheduling Experience

##### Required Skills

1. Knowledge in areas of health care finance, government regulations, management theory, reimbursement, budgeting, health technologies and other areas as appropriate.
2. Excellent human relations and oral and written communication skills.
3. Positive demeanor in one's approach to dealing with people and problems.
4. Approaches life with high energy.
5. Membership in appropriate professional organizations is considered a necessary element of this position and participation in community organizations enhancing the effectiveness of the medical center is encouraged.

### Central Scheduling Manager

#### Job Description

This network position, under the direction of the Director of Access Scheduling Services, Kettering Health, is responsible for the operations, financial, and personnel activities of the Central Schedule, Kettering Breast Evaluation Scheduling, and Endocrinology and Diabetes Scheduling service lines. And other duties as assigned.

#### Requirements

##### Minimum Education

Bachelor's degree required or 4 years direct experience in Revenue Cycle Management

##### Minimum Work Experience

- 4 years direct experience in Revenue Cycle Management
- At least 2-4 years Patient Access/Scheduling experience

##### Required Skills

- Knowledge in areas of healthcare finance, government regulations, management theory, reimbursement, budgeting, health technologies, and other areas as appropriate.
- Ability to have a positive demeanor in one's approach to dealing with people and problems.
- Membership in appropriate professional organizations is considered a necessary element of this position and participation in community organizations enhancing the effectiveness of the medical center is encouraged.
- Consistently respects confidentiality of information.
- Demonstrates corporate-wide focus yet has ability to interpret and implement strategies and planning at the local KH level.
- Excellent human relations and oral and written communication skills.



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## Manager Clinical Nursing - Kettering - 2E Short Stay Cardiac - FT/First Shift

1 month ago

Job ID 2023-42903 Job Category Management Job Type Full-Time Shift First Shift Department 332010 - 2E Short Stay Cardiac  
FTE 80 Hours Per Pay Period/FTE 1.0 FTE 80 Hours Per Pay Period/FTE 1.0

Apply Today!

Email this job to a friend

### Requirements:

- Licensed in the state of Ohio as a Registered Nurse
- Bachelor of Science in Nursing or a Bachelor's degree in another field if willing to begin a program leading to a Bachelor of Science or Master's degree in Nursing within 12 months of hire and completed within 3 years
- BLS
- National certification by the end of 2<sup>nd</sup> year in position
- Minimum of two years of progressive clinical experience with demonstrated leadership skills



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## Manager Infection Control - Dayton - FT/Days

1 month ago

Job ID: 2023-43174 Job Category: Nursing Leadership Job Type: Full-Time Shift: First Shift Department: 710030 - Infection Control  
FTE: 80 Hours Per Pay Period/FTE 1.0 FTE: 80 Hours Per Pay Period/FTE 1.0

### Overview

Apply Today!

Email this job to a friend

Share on your newsfeed

### Job Requirements:

- Bachelor's Degree in Nursing or related Healthcare field
- Master's Degree in Nursing or related Healthcare field preferred
- Two years of progressive supervisory experience with demonstrated leadership and management skills
- Maintains competencies & skills of Infection Prevention and Control
- Ability to communicate effectively, written and oral
- Ability to evaluate statistical data for use in planning and monitoring outcomes
- Ability to work under stressful situations
- Proven skills in developing high performance teams
- Proven skills in facilitating performance improvement teams to achieve best in class results
- Active Ohio Registered Nurse or MLT (ASCP Certification)
- Certified Infection Prevention and Control – required



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## Manager Clinical Nursing - Moraine - Adult Psych - FT/First Shift

2 months ago

Job ID: 2023-42879 Job Category: Nursing Leadership Job Type: Full-Time Shift: First Shift Department: 325021 - Adult Psych

FTE: 80 Hours Per Pay Period/FTE 1.0 FTE: 80 Hours Per Pay Period/FTE 1.0

Apply Today!

Email this job to a friend

Share on your newsfeed



### Overview

#### Requirements:

- Licensed in the state of Ohio as a Registered Nurse
- Bachelor of Science in Nursing or a Bachelor's degree in another field if willing to begin a program leading to a Bachelor of Science or Master's degree in Nursing within 12 months of hire and completed within 3 years
- BLS
- National certification by the end of 2<sup>nd</sup> year in position
- Minimum of two years of progressive clinical experience with demonstrated leadership skills

# Dayton Children's Hospital



dayton children's

## Student Resiliency Coordinator

Apply

📍 Child Health Pavilion

🕒 Full time

🕒 Posted 5 Days Ago

💰 R14603

### Facility:

Child Health Pavilion

### Department:

School Based

### Schedule:

Full time

### Hours:

40

### Job Details:

Dayton Children's Hospital is seeking passionate individuals to provide school-based resiliency care coordination services to children and families with mental health, environmental, physical, recreational, and social needs.

A Student Resiliency Coordinator provides appropriate referrals and interventions to assist in building resiliency assets for students. They also work to enhance relationships among all who interact with students in order to improve outcomes in the school, family and community. The coordinator will provide individual and family support and interventions including coordination of healthcare, behavioral healthcare, and non-healthcare services for students. Candidates should have good communication skills and be able to establish relationships with community agencies and healthcare professionals, including parents/guardians, to aid in identifying each student's behavioral health needs. Candidates will be expected to provide education on behavioral health issues to students, teachers, parents and other professionals as well as serve as an advocate for each individual student and their family's needs while respecting their right to make decisions regarding their own care, treatment and services. This is a 12 month position. This position requires a Bachelor's degree with or without a license or a Master's degree with or without a license.

### Department Specific Job Details:

- Full time 40 hrs
- Day shift
- No weekends or holidays

### Education Requirements:

Bachelors (Required)

### Certification/License Requirements:



## Student Resiliency Coordinator

Apply

 Child Health Pavilion

 Full time

 Posted 12 Days Ago

 R14531

**Facility:**

Child Health Pavilion

**Department:**

School Based V

**Schedule:**

Full time

**Hours:**

40

**Job Details:**

Dayton Childrens Hospital is seeking passionate individuals to provide school-based resiliency care coordination services to children and families with mental health, environmental, physical, recreational, and social needs.

A Student Resiliency Coordinator provides appropriate referrals and interventions to assist in building resiliency assets for students. They also work to enhance relationships among all who interact with students in order to improve outcomes in the school, family and community. The coordinator will provide individual and family support and interventions including coordination of healthcare, behavioral healthcare, and non-healthcare services for students. Candidates should have good communication skills and be able to establish relationships with community agencies and healthcare professionals, including parents/guardians, to aid in identifying each student's behavioral health needs. Candidates will be expected to provide education on behavioral health issues to students, teachers, parents and other professionals as well as serve as an advocate for each individual student and their family's needs while respecting their right to make decisions regarding their own care, treatment and services. This is a 12 month position. This position requires a Bachelor's degree with or without a license or a Master's degree with or without a license.

**Department Specific Job Details:**

**Education Requirements:**

Bachelors (Required)

**Certification/License Requirements:**



## Awareness Outreach Specialist

[Apply](#)

 Child Advocacy Center - Warren County

 Part time

 Posted 10 Days Ago

 R14306

**Facility:**

Child Advocacy Center - Warren County

**Department:**

Warren County Advocacy Center

**Schedule:**

Part time

**Hours:**

25

**Job Details:**

Responsible for the development, promotion and administration of child abuse awareness and outreach programming through the CACWC. This individual will develop and promote a child abuse prevention program in Warren County to include building trainings for parents, schools, and other community members; build an awareness campaign through social media and outreach, and find additional sources of funding through grants and other resources to sustain programs

**Department Specific Job Details:**

- Part time 25 hours
- Potential for full time hours
- Day Shift

**Education Requirements:**

Bachelors (Required)

**Certification/License Requirements:**



**Volunteers of America Ohio & Indiana**

Case Manager  
Volunteers of America Ohio & Indiana  
Dayton, OH

**Position Summary:**

The Case Manager will be responsible for developing service plans designed to ensure stable, permanent housing and monitoring of our clients for up to six months. Incumbent acts as an advocate and liaison between the client and community service providers to ensure appropriate utilization of resources in meeting the needs of the client. Assist other social and human service providers in providing client services in a wide variety of fields, such as psychology, rehabilitation, or social work, including support for families. May assist clients in identifying and obtaining available benefits and social and community services. May assist social workers with developing, organizing, and conducting programs to prevent and resolve problems relevant to substance abuse, human relationships, rehabilitation, or dependent care.

**Minimum Qualifications:**

- Applicants must have a **Bachelor's degree** in the area of human and/or social services or the behavioral sciences.
- Licensed Social Worker designation is highly preferred. Education and/or verifiable work experience with at-risk populations is required (homeless, veterans, behavioral health, drug/alcohol addiction, employment, youth, residential).

## Cleanslate Medical Group Of Ohio

Operations And Development Specialist  
Cleanslate Medical Group Of Ohio  
Dayton, OH

### Position Summary:

When you join the CleanSlate team in Ohio, as the Operations Development Specialist you will be responsible for center support staff training and development and act as backfill support of the centers when needed. The Day-to-Day center coverage requirements will be assigned by the Regional VP of Operations. Under the direction of the Learning and Development manager, you will create and utilize standardized training curriculum to conduct comprehensive training for all newly hired and existing employees in the operations support roles. It is anticipated that the time allocated between the training and backfill responsibilities will be 50/50. This person must be able and willing to travel up to 75-80% within the assigned market.

### Qualifications:

- **Bachelor's degree** required.
- 3-5 years of relevant work experience.
- Experience working as a Center Manager/Supervisor within healthcare.
- Experience in Project Management. Ability to manage multiple responsibilities.
- Demonstrate an aptitude for training. Previous training experience preferred.
- Demonstrate success in driving quality and standardization.
- Proficiency with EMR's and data analytics software.
- Ability to quickly build rapport with people via a collaborative approach.
- Passionate about coaching and developing others.
- Excellent interpersonal skills required to communicate with all levels of staff, including senior leadership.
- Ability to follow standardized curriculum while engaging the learner.
- Must possess excellent time management and organizational skills.
- Must have a valid driver's license and clean driving record. Must be able to retain automobile liability insurance at the minimum level required by state law.
- Must be able and willing to travel up to 75-80% within the assigned market

**Position Description**  
***Instructional Faculty***  
**Clark State Community College**

**Instructional Faculty**  
**Classification**

**Instructional Faculty**  
**Position Title**

**Office and Medical Administrative Technology Faculty Position**

Salary and rank are commensurate with qualifications and experience, salary range for instructor level faculty is \$36,204.00 - \$54,304.00.

A full-time, 9-month Office and Medical Administrative Technology instructional faculty and program coordinator position is available beginning August 14, 2020 for the 2020-2021 academic year. A bachelor's degree in administration, business administration or health administration is required ; teaching experience, Microsoft office experience and master's degree are preferred. Must be knowledgeable about methods of instruction, testing, and evaluation of students.

## Instructor - Medical Laboratory Technology (Tenure Track)



Cincinnati State Technical & Community College  
Cincinnati, OH

[Apply on ZipRecruiter](#)

[Apply on HigherEdJobs](#)

🕒 30 days ago 🏢 Full-time 🏥 Health insurance 🦷 Dental insurance 📅 Paid time off

### Job highlights

Identified by Google from the original job post

#### Qualifications

- Baccalaureate degree and certification as a Medical Laboratory Scientist (ASCP)
- A minimum two (2) years of recent work experience in a Medical Laboratory specifically in Microbiology or Immunohematology

#### Responsibilities

- Qualified candidates will providing relevant classroom instruction and supervising them in the successful completion of their assignments
- The position also has responsibility for the continuous review of Program

# Simulation Lab Director



Cincinnati State College  
Cincinnati, OH

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[Apply on HigherEdJobs](#)

[Apply on ZipRecruiter](#)

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Full-time Health insurance Dental insurance Paid time off

## Job highlights

Identified by Google from the original job post

### Qualifications

- Bachelor's Degree in a health or public safety major, technology or education field from an accredited institution of higher learning

## Adjunct dental hygiene



Columbus State Community College  
Columbus, OH

[Apply on Talent.com](#)

[Apply on HigherEdJobs](#)

🕒 4 days ago 🏢 Full-time

### Job highlights

Identified by Google from the original job post

#### Qualifications

- Vision demands include close, relatively detailed vision when focusing on a computer screen
- Knowledge, Skills and Abilities • Knowledge of • online instruction techniques and methods, Microsoft Office, Blackboard, •
- effective time management; proficiency with online communication record-keeping •Ability to •
- effectively communicate and use interpersonal skills, •
- Minimum Qualifications • Bachelor's Degree or completion of a Bachelor's degree in a closely related field within two years of hire
- Registered Dental Hygienist currently licensed in the State of Ohio