Memo

January 20, 2017

To: Scott Herness, Associate Dean
    Jill Toft, Administrative Associate to Associate Dean

CC: Andrew Zircher, Director of Assessment and Curriculum
    Sarah Odum, Curriculum Coordinator

From: Bryan Warnick, Associate Dean of Academic Affairs

RE: ADD SPECIALIZATION OF BIOMEDICAL EDUCATION TO MA IN ES

The faculty and administration of the College of Education and Human Ecology (EHE) have approved the request to add a specialization in Biomedical Education to the Master of Arts in Educational Studies in the Department of Educational Studies. The proposal was approved by the EHE Curriculum Committee.

EHE approves the request to add a specialization in Biomedical Education to the Master of Arts in Educational Studies in the Department of Educational Studies and requests approval from the Council on Academic Affairs. If there are any questions, please contact me at warnick.11@osu.edu or our director of assessment and curriculum, Andy Zircher, Zircher.2@osu.edu.
September 28, 2016

Dr. David Stein  
Department of Educational Studies  
The Ohio State University  
Columbus, OH 43210

Dear Dr. Stein:

I am writing to provide my support for the new Masters-level specialization in Biomedical Education. This collaboration between the College of Education and Human Ecology and the College of Medicine creates a wonderful opportunity for the professional development and further education of a diverse array of professionals involved in a variety of health professions. I understand that the specialization does not require the creation of any new courses, as the proposed program only includes courses that already are currently offered. Moreover, the proposed specialization will not incur any additional costs for either the Department or the College, because all EHE coursework involves classes that are already regularly being offered by our faculty. Other courses for this program are offered by faculty in the College of Medicine.

I am particularly pleased that the College of Medicine has already conducted a needs assessment, and has determined that there is much interest in this program. My recent conversation with colleagues in the Medical School also confirmed that there is much interest in this program. I fully support this proposal.

Please feel free to contact me if you need any additional information.

Sincerely,

Eric M. Anderman  
Chair, Department of Educational Studies
Eric Anderman, PhD
Chair and Professor, Department of Educational Studies
The Ohio State University
121 Ramseyer Hall
Columbus, OH 43210

Dear Professor Anderman:

I write this letter in support of the plan to develop a specialized track within your department’s Masters of Arts program intended to attract, enroll and graduate students who seek expertise in medical education. After review of the curricular plan and in consideration of the collective resources of the Colleges of Education and Human Ecology and Medicine, I whole heartedly support the plan to create this area of specialization within your graduate program.

As an individual who has spent a career’s worth of time finding ways to bring the fields of education and medicine together in order to advance the field of medical education, I can attest to the fact that both the need and the interest for such a program is high. I now find myself in the position of mentoring many junior colleagues who wish to follow my path and weigh their options for professional development between formal graduate studies, specialized fellowship programs, or trying to create one’s own educational plan through a collection of faculty development options. In our region both the University of Michigan and University of Cincinnati offer similar programs, yet these do not fully meet the needs of our post-profession trainees (residents and fellows) or our junior faculty at Ohio State. I am confident that we will find a number of graduates with professional degrees in medicine or other health professions who would consider obtaining further training in education through such a specialized focus within your program.

I can also attest to the strong foundation of resources already present within the College of Medicine that would nicely augment the expertise provided by your department and college. Our Clinical Skills Education and Assessment Center is able to create state of the art and high-fidelity learning opportunities using simulation of patient care, communication, clinical reasoning, and procedural skills. These types of learning methods have become essential for the health professionals and are now a common educational tool in medicine. We have a growing body of evidence for the impact of such learning and assessment methods on reducing medical errors, improving patient
learning opportunities the healthcare workplaces is another asset. One of the greatest challenges our faculty and healthcare professionals face is the constraints of time and physical space, we need to continuously improve our healthcare and educational systems while we simultaneously provide care 24/7 and so innovative uses of educational technologies for asynchronous learning is becoming essential in medical education. Finally, we embrace outcomes-based (competency-based) educational design and the challenges of teaching and learning those sometimes more amorphous competency domains of professionalism and practice-based lifelong learning. These three areas are key assets that the College of Medicine has to offer students of choosing this specialization within the MA Program.

In summary, I enthusiastically support the creation of a specialization in Biomedical Education within the MA Program within the College of Education and Human Ecology. I see this as an opportunity to meet a growing demand for educational expertise in medicine, as well as a venue from which we can extend and build our extant expertise related to in developing clinical skills and in competency-based medical education.

Sincerely,

[Signature]

Cynthia H. Ledford, MD
Assistant Dean for Curriculum Design and Innovation
The Ohio State University College of Medicine
September 23, 2016

Eric Anderman, PhD
Chair and Professor Department of Educational Studies
OSU College of Education and Human Ecology

Re: Proposal for Master’s in Education with a Specialization in Biomedical Education at The Ohio State University

Dear Dr. Anderman:

This letter is in support of the creation of a Master’s Degree Program in the College of Education and Human Ecology with a Specialization in Biomedical Education. Biomedical education is in an unprecedented stage of reform and growth requiring development of faculty members. Formal training in education philosophy, theory, and practice as well as educational research is required for meaningful curricular reform. The growth in the number of medical schools and residency programs has the potential to dilute the pool of individuals with meaningful curricular leadership experience.

Educating the next generation of the biomedical workforce is an essential part of the mission of the College of Medicine. This program will help us recruit, develop, and support our education mission. Academic medical centers and hospitals are all seeking qualified clinician and foundational science educators. A Master’s level program will give us a competitive advantage as we recruit physicians and scientists to the OSU Wexner Medical Center. The specialization will help develop our current workforce, which includes many educators, with a passion for teaching but without any formal training. We have also recently established a Department of Biomedical Education and Anatomy, which will provide an academic home and support for the faculty involved in the program as well as its graduates.

We believe that this program is an important component of the College of Medicine’s plan to fulfill its education mission and the Department of Biomedical Education’s mission to lead in curricular reform and innovation. We also see the College of Education and Human Ecology as an important partner in our future success and look forward to our future collaboration.

If you require any additional information, please feel free to contact me.

Sincerely,

Daniel M. Clinchot, MD
Vice Dean for Education
Associate Vice President for Health Sciences Education
Professor and Chair, Department of Biomedical Education and Anatomy
The Ohio State University College of Medicine
March 23, 2017

Eric Anderman, PhD
Chair and Professor, Department of
Educational Studies
OSU College of Education

Re: Letter of Concurrence in support of the Masters in Education with a
Specialization in Biomedical Education program

Dear Dr. Anderman:

This letter of concurrence is in support of the creation of a Masters in Education
with a Specialization in Biomedical Education Program at OSU in the College
of Education. Participants in the program would be eligible to take PUBHBIO
6210 Design & Analysis of Studies in the Health Sciences I and there is
capacity to support the enrollment of these additional students. We look
forward to collaborating with the College of Education and Human Ecology and
the College of Medicine on this program.

Respectfully submitted,

Kellie J. Archer, Ph.D.
Professor and Chair, Division of Biostatistics
College of Public Health
The Ohio State University
REQUEST
MA DEGREE WITH A SPECIALIZATION IN BIOMEDICAL EDUCATION
DEPARTMENT OF EDUCATIONAL STUDIES
IN PARTNERSHIP WITH COLLEGE OF MEDICINE
THE OHIO STATE UNIVERSITY
OCT 2016

NEED AND RATIONALE FOR THE SPECIALIZATION:
This request is to add a new specialization at the Master of Arts level in the Department of Educational Studies (EDUCST-MA). Within the professional field of medical education, there is a need for physicians who can combine the practice of clinical medicine with formal training in the pedagogy and design of instructional programs. However, physicians, basic science faculty and other health care practitioners become faculty members without formal training in andragogy (meaning adult teaching and learning), the learning sciences, and the foundations of educational thought. In line with a beginning movement to establish departments of medical education, a new department for biomedical education has been established to facilitate further faculty development in the art and skill of teaching. The functions of these departments of biomedical education include research, teaching, service provision and career development of the staff. In addition, the scope of its activities includes undergraduate and postgraduate education, continuing professional development and continuing medical education. A recent job ad shows the requirements for faculty to join this type of department.

This is a full time position at the Assistant, Associate, or Professor level. Responsibilities will include curriculum design, planning and implementation of educational programs for trainees and faculty. This will include assessment and evaluation development as well as program oversight. Importantly, a majority of effort will be directed towards educational research, dissemination of findings, and grant writing.

The new specialization in biomedical education will provide skill development for current roles in medical education and a foundation for a successful career in academic medicine. The specialization will build expertise in the six core competencies that have been identified for all medical educators: (1) medical (or content) knowledge, (2) learner-centeredness, (3) interpersonal and communication skills, (4) professionalism and role modeling, (5) practice-based reflection, and (6) systems-based practice. Additionally, program participants will build four specialized competencies which have been identified for faculty with additional programmatic roles: (7) program design and implementation, (8) evaluation and scholarship, (9) leadership, and (10) mentorship. 1-4

A content analysis of other job descriptions shows how the new specialization will compare to job requirements listed at other institutions in Ohio.
Two other job descriptions were compared

<table>
<thead>
<tr>
<th>Skill/Institution</th>
<th>Ohio State</th>
<th>Cleveland Clinic</th>
<th>NCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Development</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Instructional Design</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Scholarly Approach</td>
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<td>X</td>
<td></td>
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<tr>
<td>Program Evaluation</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Grant Writing</td>
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<td></td>
<td>X</td>
</tr>
<tr>
<td>Medical Education Research</td>
<td>X</td>
<td></td>
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<tr>
<td>Clinical Skills</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>Assessment</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Educational Innovation</td>
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<tr>
<td>Administrative</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Mentoring</td>
<td>X</td>
<td></td>
<td>X</td>
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</tbody>
</table>

**PROJECTED ENROLLMENTS**

The population for this specialization includes faculty and residents from the health sciences center. Within the College of Medicine’s Center for Faculty Advancement Mentoring and Engagement, the associate director for medical education estimates a population of approximately 1800 faculty in the OSU College of Medicine and approximately 750 physicians in graduate medical education programs known as GME are engaged in developing curriculum, interested in distance learning methods, and have an overall interest in developing a systematic understanding of the educational process. Graduate medical education is defined as “any type of formal medical education, usually hospital-sponsored or hospital-based training, pursued after receipt of the M.D. or D.O. degree in the United States This education includes internship, residency, subspecialty and fellowship programs, and leads to state licensure”. This type of specialization at OSU will significantly help them in their career progress and enhance their contributions in the area of biomedical education. The associate dean estimates that at the beginning of the program a minimum of 6-10 faculty and trainees would enroll in the program. This enrollment number is based on a pilot course conducted in spring 2015 in the course ESWDE 8932, Theories of Adult Learning.

**PROGRAM DESIGN and DELIVERY**

The program is a partnership with the College of Medicine and faculty in the department of biomedical education (list attached) and the faculty from the department of educational studies. This is a thesis only specialization consisting of thirty-three semester hours.

- Three credit hours reflecting work on the thesis
- Nine of the required hours will come from the College of Medicine and allied units in the form of medical education seminars and a required research course.
- Six hour will be from the foundations and multicultural courses from the department of educational studies.
- Fifteen hours will be from Workforce Development and Education and Educational Psychology
The specialization is designed to include currently existing courses. Medical Education seminars will be offered to present topics on assessment, simulation in the clinical environment, professional practice and other topics related to the biomedical education clinical environment. The specialization will be blended meaning that some courses will be offered in an online format and others will be offered in the physical classroom. The blended format will be useful to the physicians working on rotating shifts.

**SPECIALIZATION COMPETENCIES:**

- Create competency based medical education curriculum plans and programs appropriate for a learner centered approach to teaching
- Apply theories of learning sciences to the clinical environment
- Design instructional sessions using andragogic principles and practices for delivery in clinical teaching
- Demonstrate the use of web based technologies to administer instruction in an online environment
- Create and implement competency based assessment tools to determine achievement of learner and program outcomes
- Develop an educational philosophy that is learner centered and consistent with a professional identity formation as a clinician educator and mentor
- Formulate research protocols for investigating educational issues in the clinical setting.

**PROGRAM ADMINISTRATION:**

**Program Home:** the specialization will be housed within the Department of Educational Studies with affiliated faculty from the specializations offering course work.

**Scheduling Classes:** the specialization uses existing courses the courses would be scheduled by the respective areas such as workforce development and education, educational psychology, etc. David Stein (Educational Studies would coordinate the courses from COEHE and Larry Hurtubise, (COM) would coordinate courses from COM with overall scheduling reviewed by David Stein.

**Potential Student Grievances:** John Mahan, MD. would be responsible for handling student grievances from learners from the College of Medicine. Any grievances arising from students not in the COM would be handled by David Stein, Ph.D.

**Annual Review of Progress:** Learners in the specialization will be reviewed yearly for progress by the primary advisors, John Mahan and David Stein.

**Admissions:** An admissions committee will be formed with affiliated faculty from COEHE and COM. John Mahan and David Stein will invite faculty to participate in selecting students.

**GRE:** GRE scores will not be required unless the applicant does not hold a professional degree and has an undergraduate GPA less than 3.0/4.0
FACULTY:

Advisors:
David Stein, Ph.D., Associate Professor, Department of Educational Studies
John Mahan, M.D., Professor of Pediatrics, The Ohio State University College of Medicine and Associate Director, Education Committee, OSU COM Center for Faculty Advancement, Mentoring and Engagement (FAME)

Coordinators:
David Stein will serve as the overall coordinator and point of contact for the specialization
Larry Hurtubise, MA, Associate Director, Center for Faculty Development, the Pediatric Academic Association will assist with administrative tasks such as tuition reimbursement, recruitment from the health sciences center and communications with the medical staff who are students in the program.

AFFILIATED FACULTY:

Faculty Advisors, Mentors, and Course Leaders

College of Medicine Faculty
- Laurie Belknap, DO, Assistant Professor of Biomedical Education and Anatomy
  LSI Curriculum Expert Educator
- Dan Clinchot, MD, Professor and Chair of the Department of Biomedical Education and Anatomy
  Vice Dean for Education, Associate Vice President for Health Sciences Education
- Doug Danforth, PhD, Associate Professor of Obstetrics and Gynecology
  Director of Part 1 of the LSI Curriculum
- John Davis, MD, Assistant Professor of Biomedical Education and Anatomy
  Associate Dean for Medical Education
- Ashley Fernandez, MD, PhD, Associate Professor of Pediatrics
  Director for Chronic Care Clerkship
- Alex Grieco, MD, Associate Professor of Biomedical Education and Anatomy
  LSI Curriculum Expert Educator
- Larry Hurtubise, MA, Associate Director of the Center for Faculty Development
- Sorabh Khandelwal, MD, Professor of Emergency Medicine
  Emergency Medicine Residency Director
• Nick Kman, MD, Associate Professor of Emergency Medicine
  Director of Part 3 of the LSI Curriculum

• Cynthia Ledford, MD, Professor of Medicine and Pediatrics
  Assistant Dean for Curriculum Design and Innovation

• John Mahan, MD, Professor of Pediatrics
  Assistant Dean for Faculty Development

• Daniel McFarlane, MD, Assistant Professor of Medicine and Pediatrics
  Director of Medical Education Fellowship

• Ryan Nash, MD, Associate Professor of Biomedical Education and Anatomy
  Director of the Center for Bioethics and Medical Humanities

• Sheryl Pfeil, MD, Professor of Clinical Medicine
  Medical Director of the Clinical Skills Education and Assessment Center

• Kim Tartaglia, MD, Associate Professor of Medicine and Pediatrics
  Director of Part 2 of the LSI Curriculum

• Curt Walker, PhD, Education Resource Specialist Office of Curricular Research, Evaluation, and Development

Department of Educational Studies Affiliated Faculty
• Eric Anderman, PhD, Professor and Chair Educational Studies, Educational Psychology

• David Stein, PhD, Associate Professor, Workforce Development and Education

• Bryan Warnick, PhD, Professor and Associate Dean of Academic Affairs, Philosophy and History of Education

• Michael Glassman, PhD, Professor, Educational Psychology

• Shirley Yu, PhD, Associate Professor, Educational Psychology

• Tzu-Jung Lin, PhD, Assistant Professor, Educational Psychology

• Chris Zirkle- Workforce Development and Education
REFERENCES:


M.A. Program Specializing in Biomedical Education  
The Ohio State University, Department of Educational Studies  
College of Education and Human Ecology  
Semester Program Requirements  
(Thesis 33 Credit Hours)

Student's Name _________________________________________  ID#  __________________________

Semester/Yr Admitted to MA program ____________________ Advisor__________________________

Graduate Non-Degree Credit Transferred __________________________________________________

_____ Thesis Option (Min. 33 Credit Hours)

**Semester Program Worksheets**
Mark the number of credit hours completed in the Semester Hours Taken column. Mark the semester taken in the column on the right. Estimate the semester you plan to take remaining courses.

Required Foundations Course (Choose 1; 3 semester hours)

<table>
<thead>
<tr>
<th>Sem. Hrs.</th>
<th>Course #</th>
<th>Course Name</th>
<th>Sem. Planned or Taken</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>ESEPHL  7413</td>
<td>Professional Education (3 Credit Hours)</td>
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<tr>
<td></td>
<td>ESEPHL  6410</td>
<td>Philosophy of Education (3 Credit Hours)</td>
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<td></td>
<td>ESEADM7359</td>
<td>Leadership, Inquiry, and Ethics (3 Credit Hours)</td>
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</tbody>
</table>

Required Multicultural Course (3 credit hours)

|          | ESSPSY 7028 | Educational Diversity: Developing Multicultural Awareness (3 Credit Hours) |                       |

Required Research Course (choose 1): (3 credit hours)

|          | PubH 6210 | Statistics – Design and Analysis of Studies in Health Science (3 credits) |                       |
|          | PubH 7410.01 | Epidemiology/Research – Epidemiology II – Research Design (3 credits) |                       |
### Required Education Specialization Courses (choose 5; 15 semester hours)

<table>
<thead>
<tr>
<th>Sem. Hrs.</th>
<th>Course #</th>
<th>Course Name</th>
<th>Sem. Planned or Taken</th>
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<tr>
<td>3</td>
<td>ESWDE 8932</td>
<td>Adult learning theories (3 credit hours)</td>
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<tr>
<td>3</td>
<td>ESWDE 5649</td>
<td>Adult teaching methods (3 credit hours)</td>
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<tr>
<td>3</td>
<td>ESWDE 5701</td>
<td>Teaching Adults Online (3 credit hours) or</td>
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<tr>
<td>3</td>
<td>ESWDE 7935.40</td>
<td>Program Planning in Adult Education (3 credit hours)</td>
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<tr>
<td>3</td>
<td>ESEPSY 7402</td>
<td>Educational Psychology: Cognition, Learning, and Instruction (3 credit hours)</td>
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<tr>
<td></td>
<td>ESEPSY 7403</td>
<td>Motivation in Learning and Teaching (3 credit hours)</td>
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### Required Medical Education Specialization Courses (6 credit hours)

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<thead>
<tr>
<th>Sem. Hrs.</th>
<th>Course Name</th>
<th>Sem. Planned or Taken</th>
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<tbody>
<tr>
<td>3</td>
<td>Seminar: MEDICINE 6881.01 Developing Clinical Skills (3 credit hours)</td>
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</tr>
<tr>
<td>3</td>
<td>Seminar: MEDICINE 6881.02 Competency Based Medical Education (3 credit hours)</td>
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</tbody>
</table>

### Thesis Preparation (minimum 3 hours)

<table>
<thead>
<tr>
<th>Sem. Hrs.</th>
<th>Course Name</th>
<th>Sem. Planned or Taken</th>
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<tbody>
<tr>
<td>3</td>
<td>EDUCST 7999 Thesis Research: Educational Studies</td>
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</tbody>
</table>


### Thesis

- Final Oral Exam Date: _____________________________
- Result of Final Oral Exam: _________________________
<table>
<thead>
<tr>
<th>Year 1: Annual Review</th>
<th>Semester/Year</th>
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<tr>
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<tr>
<td>Student Signature</td>
<td>Advisor Signature</td>
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<tr>
<td>Date</td>
<td>Student Services Review (Initials)</td>
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<table>
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<tr>
<th>Year 2: Annual Review</th>
<th>Semester/Year</th>
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<tr>
<td>Student Signature</td>
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<td>Date</td>
<td>Student Services Review (Initials)</td>
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<th>Year 3: Annual Review</th>
<th>Semester/Year</th>
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<td>Advisor Signature</td>
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<tr>
<td>Date</td>
<td>Student Services Review (Initials)</td>
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</tbody>
</table>
Graduation Review

Application to Graduate: [http://gradsch.osu.edu/Depo/PDF/Master%27sGraduate.pdf](http://gradsch.osu.edu/Depo/PDF/Master%27sGraduate.pdf)

Master’s Student Procedures – Final
Semester: [http://gradsch.osu.edu/Depo/PDF/MasterStudentProceduresFinalSemester.pdf](http://gradsch.osu.edu/Depo/PDF/MasterStudentProceduresFinalSemester.pdf)

Minimum credit hours required for graduation

(Thesis: minimum 33 semester hours)
(Non-thesis: minimum 30 semester hours)

Total semester hours completed

Yes/No  Minimum hours required for graduation met?

Other Requirements

Yes/No  6 year time limit met?
Yes/No  Registered for minimum of 3 hours semester graduating
Yes/No  Fees Paid
Yes/No  Missing Grades or Incompletes?
Yes/No  Second Reader?

___________________________________________  _____________________________________________
Student Signature  Advisor Signature

___________________________________________  _____________________________________________
Date  Student Services Review (Initials)  Date

For more information about courses, please go to [www.buckeyelink.osu.edu](http://www.buckeyelink.osu.edu) and click on Browse Master Schedule.
Faculty Advisors, Mentors, and Course Leaders

- Laurie Belknap, DO, Assistant Professor of Biomedical Education and Anatomy  
  LSI Curriculum Expert Educator
- Dan Clinchot, MD, Professor and Chair of the Department of Biomedical Education and Anatomy  
  Vice Dean for Education, Associate Vice President for Health Sciences Education
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• Kim Tartaglia, MD, Associate Professor of Medicine and Pediatrics
  Director of Part 2 of the LSI Curriculum

• Curt Walker, PhD, Education Resource Specialist Office of Curricular Research, Evaluation, and Development
September 16, 2016

Eric Anderman, PhD
Chair and Professor, Department of Educational Studies
OSU College of Education

Re: Proposal for Masters in Education with a Specialization in Biomedical Education at the Ohio State University

Dear Dr. Anderman:

We are very enthusiastic about the creation of a Masters in Education with a Specialization in Biomedical Education Program at OSU in the College of Education. We believe there will be significant interest in such a degree, and the courses involved in that degree program, from our faculty and post-graduate trainees. The advancement of knowledge and skills in the practice of medical education continues and many of our faculty are involved in delivering education to our over 800 medical students and the 750 trainees (graduate medical education residents and fellows) at OSU and Nationwide Children’s Hospital. Our faculty are also involved in teaching other health care professional students and trainees, as well as practitioners who are interested in furthering the medical knowledge and skills.

As Associate Director of the OSU College of Medicine Center for Faculty Advancement, Mentoring and Engagement (FAME) my primary responsibility in faculty development in medical education. We conduct 8-10 live faculty development sessions in medical education each year and maintain an online platform dedicated in faculty development in medical education (Faculty Development for Medical Educators – FD4ME) that is utilized by many of our faculty. Despite these efforts, our needs assessments and individual conversations document significant interest in more formal education in these important topics.

Presently, a number of the ~1800 faculty in the OSU College of Medicine and ~750 GME trainees are engaged in important pedagogical activities such as developing innovative curricula, expanding distance learning methods, assessing competency and addressing new conditions and realities in the delivery of health care. Our educators are interested in developing their own pedagogical skills and contributing better scholarship in medical education. This type of degree program at OSU will significantly help them in their career progress and enhance their contributions in the area of biomedical education.

We believe that a minimum of 6-10 faculty and trainees will newly enroll in this program each year and greatly benefit from learning and interactions with the College of Education faculty and
students. I am looking forward to working with you and your team in the College of Education to make these courses and this program well known and to help interested faculty and trainees register and complete these courses as part of their own development and as a means to further the ability of the OU College of Medicine to pursue its goal of leading in health care, research and education.

If you require any additional information, please feel free to contact me.

Sincerely,

John D. Mahan, MD
Professor of Pediatrics
Associate Director (Medical Education), Center for Faculty Advancement, Mentoring and Engagement (FAME)
The Ohio State University College of Medicine