

Reed, Katie

From: Smith, Randy
Sent: Wednesday, December 09, 2015 2:24 PM
To: Melnyk, Bernadette; Anderson, Cindy M.
Cc: Smith, Randy; Reed, Katie; Lilly, Blaine; Myers, Brad; Wills, Celia; Griffiths, Robert; Herness, Scott; McPheron, Bruce A.; Gerber, Timothy; Wells, Thomas; Steward, Deborah; Givens, Bennet; Gillespie, Josh; Link, Heather
Subject: Masters of Health Care Innovation

Bern and Cindy:

The proposal from the College of Nursing to establish a new Masters of Healthcare Innovation degree program was approved by the Council on Academic Affairs at its meeting on December 2, 2015, following review by a joint committee from the Council and the Graduate School. Professor Celia Wills responded to questions/comments.

The proposal will now be sent to the University Senate with a request that it be included on the agenda of the Senate meeting on January 21, 2016. The Chair of the Council, Professor Blaine Lilly will present the proposal, but it is important that one or both of you be in attendance to respond to detailed questions/comments should they arise. I will contact you later with further details.

If approved by the Senate, we will ask that it be included on the agenda of the Board of Trustees meeting on January 29, 2016 – the last stage in the internal approval process.

Professor Scott Herness, Interim Dean, Graduate School, will work with you on the approval process through the Ohio Department of Higher Education.

Please keep a copy of this message for your file on the proposal and I will do the same for the file in the Office of Academic Affairs.

If you have any questions, please contact Professor Lilly (.2) or me.

Congratulations on the successful completion of this important stage in the review/approval process.

Randy



W. Randy Smith, Ph.D.

Vice Provost for Academic Programs

Office of Academic Affairs

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November 25, 2014

Dr. Scott Herness
Associate Dean, Graduate School
250 University Hall
230 North Oval Mall
Columbus, OH 43210-1366

Dear Dr. Herness:

Attached is an updated proposal to implement a new Masters degree program in the College of Nursing, the **Masters of Healthcare Innovation (MHI) program**, in the College of Nursing, for which we are requesting Graduate School review. The proposed Masters of Healthcare Innovation (MHI) will be a multi-disciplinary degree that builds the capacity for individuals to understand, translate, and lead complex healthcare organizations through the application of innovation and change principles. The proposed program is consistent with the College of Nursing Strategic Plan in the Teaching and Learning Strategic Focus Area: Program Excellence through Innovative Growth – *Develop and offer a masters degree in Healthcare Innovation that will draw students with undergraduate degrees from a variety of disciplines*. The proposal was approved by the College of Nursing Graduate Studies Committee and the Faculty in Spring 2014, with concurrence letters obtained from the College of Public Health and College of Business in Spring and Summer 2014.

The attached updated proposal includes revisions to clarify some questions based on the Graduate School Curriculum Committee (GSCC) review of the proposal. This cover letter summarizes the changes that have been made to the proposal materials for each GSCC suggestion/question:

1. **The degree is alternatively referred to as a Master of Science or as a tagged Master's degree. It is the latter and references to Master of Science should be removed. Additionally, it is also referred to as Masters of Healthcare Innovation (MOU) and Masters in Healthcare Innovation (proposal). Ohio State uses the nomenclature of Masters of Healthcare Innovation.**

Response

We thank the GSCC for the careful review of the proposal materials and have updated the references to the degree to refer consistently throughout to the **Masters of Healthcare Innovation**. This is a proposal for a tagged Master's degree program.

2. **The proposal variously refers to this new degree as a multi-disciplinary or an interdisciplinary degree. Since this new degree will be administratively housed within a single College, uses only faculty and courses within that College, the Graduate School would not classify this degree as an interdisciplinary program (or degree), although it recognizes the interdisciplinary nature of its courses.**

Response

To prevent potential confusion of reviewers about our use of terms in relation to Graduate School terminology regarding programs, we have updated the text of the MHI proposal to refer “multi-disciplinary” throughout.

- 3. The MOU describes the coursework as mostly synchronous (“11 new MHI courses will be developed in a synchronous online format.”) yet the proposal describes the courses as mostly asynchronous (Section 2.4).**

Response

The reference to “synchronous” is a typographical error in the MOU and has been corrected in the updated proposal materials.

- 4. Both capstone 1 and the final capstone project focus on innovation and leadership. While it is assumed that the final capstone will be a more fully developed project, the differences between these capstones could be better articulated. Examples of the capstone projects might be helpful.**

Response

The differences between the capstones have been further elaborated upon on pp. 5-6 of the program development proposal. The three capstones build sequentially upon each other in applying knowledge and skills from the prior courses, culminating in the completion of the Final Capstone Project. Illustrative examples of capstone projects have been added to p. 6.

- 5. Some clarification about the Director is needed. Will the Director be a faculty hire and have Graduate Faculty status? There is a reference to a program director of the Graduate Studies Committee. Is this the same individual? Recruitment and admissions are described as a Director duty and described as a duty of the Graduate Studies Committee.**

Response

Revisions to p. 8 of the program development proposal have been made to clarify the information about the MHI Program Director. A MHI Program Director will be hired who will be eligible for Graduate Faculty status and will be a member of the MHI Graduate Studies Committee. The MHI Program Director will have oversight for program recruitment and will be involved in making admissions recommendations to the Graduate Studies Committee. The MHI Graduate Studies Committee will have overall oversight for the admissions process as stipulated in the Graduate School Handbook Section XIV—Graduate Studies Committee.

- 6. In addition to the College-wide efforts to attract and retain underrepresented minorities, the program should additionally have efforts to attract students. This is particularly important for this program since it will recruit beyond those considering nursing as a career opportunity. Some description of reaching this student body would be helpful.**

Response

Section 6. Special Efforts to Recruit and Retain Underrepresented Groups of the program development proposal (see pp. 11-12) has been expanded to include additional information on recruitment and retention efforts. The College of Nursing has a comprehensive diversity recruitment and retention plan that has been successful for recruitment and retention of under-represented groups in two other graduate programs in the College of Nursing that recruit students without a background in nursing: (1) the Graduate Entry Nursing

program, which recruits students who have a Bachelor's or higher degree in a field other than nursing; and, (2) the Master of Applied and Preclinical Research (MACPR) program.

Please let me know if you have any questions or need additional information. Thank you for your review of the updated proposal.

Thank you for your review of this request.

Sincerely,

Celia E. Wills

Dr. Celia E. Wills, Graduate Studies Committee Chairperson & College Secretary; Associate Professor

Copy: Dr. Cindy Anderson, Associate Dean for Academic Affairs and Education Innovation, College of Nursing
Dr. Bernadette Melnyk, Dean, College of Nursing
Dr. Margaret Graham, Vice Dean, College of Nursing

Attachments: College of Nursing support letter (updated, November 2014)

Memo of Understanding – College of Nursing and Office of Distance Education and eLearning

Program Development Proposal for the Masters of Healthcare Innovation (MHI) program
(updated, November 2014)

College of Public Health letter of concurrence

Fisher College of Business letter of concurrence



November 19, 2014

M. Scott Herness
Graduate School
250D University Hall
230 N. Oval Mall
Columbus, OH 43210

Dear Dr. Herness:

This letter is to express the full support of the attached proposal from the College of Nursing for a new **Masters of Healthcare Innovation (MHI)** program.

Healthcare organizations are increasingly searching for leaders who can navigate the evolving system and understand technology, organizational dynamics, and those who can create new models of care. The proposed MHI program is a solution to this important need in the form of a multi-disciplinary leadership degree that builds the capacity for individuals to understand, translate and lead complex healthcare organizations through the application of innovation and change principles. The proposed program is a key facet of the College of Nursing Strategic Plan in the Teaching and Learning Strategic Focus Area: Program Excellence through Innovative Growth – Develop and offer a Master's degree in Healthcare Innovation that will draw students with undergraduate degrees from a variety of disciplines.

Thank you for your consideration of this proposal.

Warm regards,

Bernadette Mazurek Melnyk, PhD, RN, CPNP/PMHNP, FAANP, FNAP, FAAN
Associate Vice President for Health Promotion
University Chief Wellness Officer
Dean, College of Nursing

Cindy M. Anderson, PhD, RN, WHNP-BC, FNAP, FAHA, FAAN
Associate Dean for Academic Affairs and Educational Innovation



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This letter is to acknowledge that the Office of Distance Education & eLearning and the College of Nursing have entered into an agreement. The following program has agreed to meet the standards for distance education at The Ohio State University.

Program name:	Master of Healthcare Innovation
College:	Nursing
Primary faculty:	Cindy Anderson, PhD, RN, WHNP-BC, RNAP, FAHA, FAAN
Primary contact:	Cindy Anderson, PhD, RN, WHNP-BC, RNAP, FAHA, FAAN
Fiscal officer:	Linda Walsh
Additional colleges/contacts:	Celia Wills, PhD, RN Awais Ali

 7.9.2014

Mike Hofherr
Associate Vice President
Office of Distance Education and eLearning

MEMORANDUM OF UNDERSTANDING

College:	Nursing
Primary faculty:	Cindy Anderson, PhD, RN, WHNP-BC, FNAP, FAHA, FAAN (anderson.2765), Associate Dean for Academic Affairs and Educational Innovation
Primary contact:	Cindy Anderson, PhD, RN, WHNP-BC, FNAP, FAHA, FAAN (anderson.2765), Associate Dean for Academic Affairs and Educational Innovation
Fiscal officer:	Linda Walsh (walsh.156), Senior Fiscal Officer
Marketing director:	Jill Jess Phythyon (Jess.16), Senior Director of Marketing and Strategic Communication
Enrollment contact for state authorization compliance:	Nicole Fette, Med (Fette.9), Associate Director for Student Affairs
Additional colleges/contacts:	Celia E. Wills, PhD, RN (wills.120@osu.edu), Graduate Studies Chairperson Awais Ali (ali.61), Director of Information Technology and Business Systems

ODEE	
Instructional designer:	TBD
Other services:	

Name of program:	Masters of Healthcare Innovation
Approval process (change in delivery or new program):	New program
Program code:	College of Nursing (17000)

Project scope:	<i>Program objective(s):</i>	<p>At the completion of the MHI Program, the graduate will be prepared to:</p> <ul style="list-style-type: none"> • Practice innovation leadership skills, integrating and applying knowledge from the sciences with the fields of organizational culture, health policy, and information technology • Demonstrate leadership skills in health systems to improve the safety and quality of healthcare • Provide leadership in inter-professional collaborative teams to improve health outcomes for individuals, populations, and systems • Develop skill in the analysis and shaping of innovation work within health systems • Demonstrate skill in the application of innovation leadership and evidence-based frameworks for individuals, populations, and systems
	<i>This program will be successful when (top-ranked, make X money, enroll X students):</i>	<ul style="list-style-type: none"> • > 70% complete the MHI program within 3 years • > 90% of graduates are employed within the first year following graduation • The program maintains a top rank among public university similar Masters programs that focus on healthcare innovation leadership bodies
	<i>Asynchronous/synchronous courses:</i>	11 new MHI courses will be developed in an asynchronous online format (8 core courses; 3 capstone project courses). Students also take a minimum of 3 credits of elective coursework.

	<i>Total credit hours:</i>	34 -35 credits
	<i>Timeline for completion (# of years as full time and # of years as part time):</i>	Two (2) years fulltime; three (3) years part time
Project goals:	<i># of courses to be created:</i>	11
	<i># of courses already in an online format that need ODEE review:</i>	0
	<i>Date to complete # of courses:</i>	SU15 - Courses (1) - (3) AU15 - Courses (4)- (6), (9) SP16 - Courses (7) - (8), (10) - (11)
	<i>Date to complete all courses:</i>	Spring 2016
	<i># of anticipated students:</i>	AU15 - 15; AU16 - 25; AU17 - 50

Program Timeline										
Course Name	Faculty Lead	OAA Approved	Developed	Students Enrolled	Delivered	Updated and Maintained	Reviewed (every 3 years)	Quality Matters Certified*not required		
Example: Principles of Basic Science	J. Smith		AU13	SP14	AU14	SP15	AU16	AU15		
Innovation in High Performing Systems (1)		SP15	SU15	SU15	AU15	SP16	AU17	AU16		
Innovation Leadership: Leading from Within (2)		SP15	SU15	SU15	AU15	SP16	AU17	AU16		
Building a Culture of Innovation in Health Systems (3)		SP15	SU15	SU15	AU15	SP16	AU17	AU16		
Enhancing Communication in the Innovation System (4)		SP15	AU15	AU15	SP16	AU16	SP18	SP17		
Healthcare Policy: A Case for Innovation (5)		SP15	AU15	AU15	SP16	AU16	SP18	SP17		
Utilizing Technology to Measure Outcomes in Health Systems (6)		SP15	AU15	AU15	SP16	AU16	SP18	SP17		
Best Practices in Organizational Operations (7)		SP15	SP16	SU16	AU17	SP18	AU19	AU18		
Evidence-Based Practice for Innovation in Organizations (8)		SP15	SP16	SU16	AU17	SP18	AU19	AU18		
Capstone 1 (9)		SP15	AU15	AU15	SP16	AU16	SP18	SP17		
Capstone 2 (10)		SP15	SP16	SU16	AU17	SP18	AU19	AU18		
Final Capstone Project (11)		SP15	AU17	AU17	SP18	AU18	SP20	SP19		

Office of
**Distance Education
 and eLearning**

Colleges entering into this agreement will:
Secure approval from: <ul style="list-style-type: none"> • Graduate School • Council on Academic Affairs (CAA) • Faculty Senate • Board of Trustees • Board of Regents <ul style="list-style-type: none"> ○ Pages 15-16 of RACGS Guidelines https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/racgs/documents/RACGS_Guidelines_113012.pdf
Meet the program standards set forth by your accrediting body (if applicable) for alternative delivery models
Submit courses to curriculum.osu.edu (after CAA approval)
Provide budget forecasting/market analysis using ODEE funding model (attached) <ul style="list-style-type: none"> • Incur the costs for Masters of Healthcare Innovation program specific advertising • Incur additional costs associated with distance education programming (e.g. student advising, increased TA support)
Communicate to prospective students their ability to enroll and seek federal financial aid <ul style="list-style-type: none"> • Collaborate with ODEE to maintain updates on State Authorization progress • Notify ODEE of states that they want to target students in
Collaborate with ODEE on the technical solutions for effective course delivery: <ul style="list-style-type: none"> • Online-specific syllabus requirements (ODS statement, COAM statement, etc.) • OSU identity guidelines • Course templates providing students with effective navigation and online course expectations, etc. • Provide course content materials for placement into mutually agreed upon formats and technologies for distance delivery • Apply for the Quality Matters course design rubric • Focus on outcome-based learning and incorporate assessment into courses
Work with faculty on the workload assignment
Participate in stakeholder kickoff meeting after CAA approval
Encourage distance education faculty/instructors/students to participate in ODEE distance education training <ul style="list-style-type: none"> • Specify training requirements here
Collaborate with relevant student support services (ODS, UCAT, WAC, Libraries, Veterans Affairs, etc.) <ul style="list-style-type: none"> • Incur costs to provide required accessibility accommodations for videos and activities not produced by ODEE
Collaborate with ODEE to review and update courses every three to five years or when a substantial change in course technology and/or course objectives will result in an interim review to ensure the technologies and formats remain



<p>appropriate for the course content to achieve stated objectives</p> <ul style="list-style-type: none"> • Major changes/revisions (25% or more) by an individual instructor between the initial launch of a course and a scheduled review will obtain appropriate curricular approval and review by ODEE to make sure course activities and delivery are still aligned with course objectives
<p>Provide at least one required student participation activity each week in a course</p> <ul style="list-style-type: none"> • Course designers will implement activities each week of a course to verify enrollment. This is beyond a simple login to a course space, but constitutes a discussion posting, quiz attempt, artifact submission, etc.
<p>Identify student technology support for tools only used by Masters of Healthcare Innovation</p>
<p>Complete course production to later than 30 days prior to the start of the semester in which the course is being offered.</p> <ul style="list-style-type: none"> • No major changes will be made after this date
<p>ODEE entering into this agreement will:</p>
<p>Administer state authorization program</p> <ul style="list-style-type: none"> • Necessary to ensure program meets federal student financial aid guidelines • Communicate with the colleges the status of approved state authorizations
<p>Collaborate with the college on the technical solutions for effective course delivery:</p> <ul style="list-style-type: none"> • Online-specific syllabus requirements (ODS statement, COAM statement, etc.) • OSU identity guidelines • Course templates providing students with effective navigation and online course expectations, etc. • Placing course content materials into mutually agreed upon formats and technologies for distance delivery • Apply the Quality Matters course design rubric
<p>Focus on outcome-based learning and incorporate assessment into courses</p>
<p>Provide instructional designer production time</p>
<p>Conduct stakeholder kickoff meeting after CAA approval</p>
<p>Provide distance education training for faculty/instructors/students</p> <ul style="list-style-type: none"> • General Carmen support, help, workshops are currently available • Additional DE-specific resources not currently available, to be created
<p>Collaborate with the college to review and update courses every three to five years or when substantial change in course technology and/or course objectives will result in an interim review to ensure the technologies and formats remain appropriate for the course content to achieve stated objectives.</p> <ul style="list-style-type: none"> • Major changes/revisions (25% or more) by an individual instructor between the initial launch of a course and a scheduled review will be

<p>reviewed by ODEE to make sure course activities and delivery are still aligned</p>
<p>Collaborate with course instructors to provide at least one required student participation activity each week in a course</p> <ul style="list-style-type: none"> • Course designers will implement activities each week of a course to verify enrollment. This is beyond a simple login to a course space, but constitutes a discussion posting, quiz attempt, artifact submission, etc.
<p>Provide distance education faculty and students access to:</p> <ul style="list-style-type: none"> • An OCIO managed 24/7 Tier 1 help desk for ODEE/OCIO provided tools/services
<p>Provide OSU Online program advertising</p> <ul style="list-style-type: none"> • Produced program specific introductory video • Consult with college marketing on strategies for program specific advertising • Program included in general OSU online marketing strategy • Marketing will only be conducted in states in which the program has been authorized
<p>Complete course production to later than 30 days prior to the start of the semester in which the course is being offered.</p> <ul style="list-style-type: none"> • No major changes will take place after this date

***Products and services used will be held to each service level of agreement.**

MOU created by:	Cella E. Wills, PhD, RN, Graduate Studies Chairperson	
MOU approved by:	Mike Hofherr, ODEE:	Date: 9.9.2014
	Dean, College: <i>Bernadette Melnyk</i>	Date: 9/8/2014

PROGRAM REVENUE PROJECTION

Approved by:	College Fiscal Officer: <i>Linda Wahl</i>	Date: <i>9/5/14</i>
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Office of Distance Education and eLearning (ODEE)
Distance Education Program Revenue Projection - DRAFT

09/09/14

College:	Nursing
Program Name:	Master in Healthcare Innovation (MHI)

Number of Courses:	11
Total Credit Hours	34-36
Rank	Graduate
Residency (in/Out State Split)	50% eligible

	FY14	FY15	FY16	FY17	FY18
# of Courses	11 Course	11 Course	11 Course	11 Course	11 Course
# of Students	15 Students	15 Students	15 Students	25 Students	50 Students
# of Credit Hours	17 Cr Hours	17 Cr Hours	17 Cr Hours	17 Cr Hours	17 Cr Hours
Total Credit Hours of Instruction	90.0 hours	90.0 hours	255.0 hours	225.0 hours	850.0 hours
Instructional Fee					
Fees - Effective Rates	\$851.82	\$851.82	\$851.82	\$851.82	\$851.82
State Subsidy	\$477.51	\$477.51	\$477.51	\$477.51	\$477.51
Projected Fees	\$0	\$0	\$0	\$108,650	\$289,920
Projected Subsidy	\$0	\$0	\$0	\$50,440	\$8,1160
Projected Revenue Generated	\$0	\$0	\$0	\$159,090	\$578,990

Marginal Revenue	\$0	\$0	\$0	\$189,050	\$433,750
Support Units Tax rate	24%	24%	24%	24%	24%
Support Units Tax	\$0	\$0	\$0	\$33,370	\$55,620
Cumulative Support Units Tax	0	0	0	33,370	88,990
Net Margin	\$0	\$0	\$0	\$105,680	\$176,130

Colleges Share %	70%	70%	80%	80%	80%
Colleges Share - Annual PBA	\$0	\$0	\$0	\$38,560	\$110,900
Colleges Share (Cumulative Cash Generated)	\$0	\$0	\$0	\$64,650	\$225,840

ODEE Share %	30%	30%	20%	20%	20%
ODEE Share Annual PBA	\$0	\$0	\$0	\$21,150	\$35,320
ODEE Share (Cumulative Cash Generated)	\$0	\$0	\$0	\$21,150	\$56,350

Current Budget Model:					
SSA 1 - Student Service Assessment 1 - UG - \$107.38	\$0	\$0	\$0	\$0	\$0
SSA 2 - Student Service Assessment 2 - Grad - \$397.49	\$0	\$0	\$0	\$50,680	\$135,150
SSA 3 - Student Service Assessment 3 - \$5.00	\$0	\$0	\$0	\$640	\$1,700
Total Current Assessments	\$0	\$0	\$0	\$51,320	\$136,850

College Assessment savings under new model	\$0	\$0	\$0	\$30,190	\$90,500
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Assumptions:

No other Student Services Assessments would apply to Colleges under this model.
The Distance Education assessment applies to marginal revenues.
The Distance Education assessment only apply to students who are 100% distance Ed.
No inflationary adjustment is taken for instructional fees.
The projected numbers in this model are best estimates and the actual allocations might be slightly different.

Revenue and Assessments Calculation is based on the following current FY14 rates:

	Fees	Subsidy
Undergraduate	\$345.18	\$184.18
Graduate	\$851.82	\$477.51

**The Ohio State University
College of Nursing**

**Masters of Healthcare Innovation (MHI)
Program Development Proposal**

**Prepared for Review and Approval by
The Ohio State University
Graduate School**

Revised November 25, 2014

Masters of Healthcare Innovation

Program Development Proposal

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1. Program Designation, Focus, and Purpose

The proposed **Masters of Healthcare Innovation (MHI)** is a multi-disciplinary leadership degree that builds the capacity for individuals to understand, translate and lead complex healthcare organizations through the application of innovation and change principles. The Masters Program is designed to develop leadership that can apply behaviors that impact individuals, organizations, and health systems. Hallmarks of this program include an emphasis on leadership in relationship to health systems, health policy, organizational operations, innovation techniques, evidence-based leadership, and complex adaptive systems. This program will be a radically different and streamlined approach to developing healthcare leaders while integrating personal wellness principles within the context of the changing healthcare landscape. The Masters of Healthcare Innovation is itself an innovative educational experience directed to develop healthcare leaders using an active multi-disciplinary learning model which integrates personal wellness with the principles of innovation and change. The proposed program is consistent with the College of Nursing Strategic Plan in the Teaching and Learning Strategic Focus Area: Program Excellence through Innovative Growth – *Develop and offer a masters degree in Healthcare Innovation that will draw students with undergraduate degrees from a variety of disciplines.*

This program differs from other innovation programs such as the Doctor of Nursing Practice in Executive Leadership in that the MHI is multi-disciplinary and focuses on the application of innovation leadership practice across the healthcare system, rather than focusing specifically on the practice of nursing or advanced nursing. The MHI is focused on the application of leadership behaviors while the DNP is focused on the creation and translation of evidence of leadership at an executive level. The MHI is also multi-disciplinary while the DNP is nursing-specific. There may be some overlap in content but the delivery and expectations of the MHI will be at the masters (application) level. For example, at the DNP level the content will be focused on the theory of complexity with texts and assignments that assess the theoretical congruence and divergence in relation to other theories. At the masters level, the text and assignments will focus on the application of specific behaviors derived from the complexity science literature and compare and contrast them to other behaviors of leadership.

The program is designed to be flexible and conducive to the adult learner at both the mid-career and entry level. This program is ideal for students who are currently working in a healthcare setting in order to apply the concepts immediately. All MHI courses will be offered online. The program will accept applicants with any undergraduate degree and is particularly suited for students with a background in healthcare, leadership, business, or public health. The program includes a cumulative capstone project that synthesizes and applies the core principles of the program.

2. Curriculum

2.1 Coursework and Competencies

The Masters of Healthcare Innovation is a 34-35 credit hour professional master's degree program designed to be completed as a 2- or 3-year program of study completed in four semesters. The core program requires 24 credit hours of course work, 7-8 hours capstone, and 3 credit hours elective. (Appendix A & B)

Core Coursework:

1. Innovation in High Performing Organizations (3 credit hours)

2. Innovation Leadership: Leading from Within (3 credit hours)
3. Building a Culture of Innovation in Health Systems (3 credit hours)
4. Enhancing Communication in the Innovation System (3 credit hours)
5. Healthcare Policy: A Case for Innovation (3 credit hours)
6. Utilizing Technology to Measure Outcomes in Health systems (3 credit hours)
7. Best Practices In Organizational Operations (3 credit hours)
8. Evidence-Based Practice for Innovation in Organizations (3 credit hours)

1. Innovation in High Performing Organizations

Course Description:

Students learn advanced concepts of innovation in a high performing organization and the leadership behaviors that sustain innovation. Students discuss cross-disciplinary theories of innovation for improving health and quality of healthcare. Students are introduced to innovation competencies including positive deviance, complexity leadership, and disruptive innovation.

2. Innovation Leadership: Leading from Within

Course Description:

This course encourages students to discover themselves as leaders to maximize innovation and organizational impact. Students will explore their own leadership behaviors to better manage their energy and find balance in order to perform at a peak level and positively impact the advancement of innovation in healthcare.

3. Building a Culture of Innovation in Health Systems

Course Description:

This course builds foundational knowledge of complex adaptive system characteristics in healthcare. It will explore complex adaptive system theory, systems thinking and network relationships as the context of leadership action and innovation. This course focuses on healthcare innovation from a systems perspective emphasizing the importance of networks, relationships, culture and feedback.

4. Enhancing Communication in the Innovation System

Course Description:

This course develops leadership behaviors that facilitate constructive conversations, interactions, and outcomes through communication and coaching techniques. The course explores the role of relationships and communication in healthcare innovation, and challenges the traditionally negative view of conflict, by reframing it as a valuable and normative behavior in high performing organizations.

5. Healthcare Policy: A Case for Innovation

Course Description

This course introduces the multi-faceted elements of healthcare policy at the local, regional and national level. It discusses the role that healthcare policy plays in framing the context for healthcare innovation to occur. Learners will be introduced to the current state of the US healthcare system and the political, systematic and environmental impact of healthcare policy on innovation.

6. Utilizing Technology to Measure Outcomes in Health Systems

Course Description:

This course explores strategies for outcome measurement as a strategy for enhancing organizational performance and innovation and how to leverage technology to measure and integrate outcomes

into the daily practice in healthcare. The course emphasizes technology's role in the measurement of outcomes at the personal, the professional, the organizational and the system level.

7. Best Practices in Organizational Operations

Course Description:

This course explores various elements of organizational operations in order to fully impact the organizations and systems in which they work. This course develops basic skill sets in financial and business operations in healthcare organizations. Students learn specific skills in budgeting, planning, financial analysis, program development and implementation, and resource identification and use.

8. Evidence-Based Practice for Innovation in Organizations

Course Description:

This course focuses on the use of evidence-based practice, clinical decision making and patient preference as core competencies of innovation leaders. Students develop skills in searching, appraising, and implementing the best evidence in organizations extending beyond the traditional view of EBP to emphasize the importance of evidence in driving organizational change and innovation.

Program Capstones:

1. Capstone 1 (2 credit hours)
2. Capstone 2 (2 credit hours)
3. Final Capstone Project (3-4 credit hours)

1. Capstone 1

Course Description:

This course provides students with the opportunity to apply the principles of program development, implementation and evaluation focused on innovation, leadership, and systems content into an innovation project in a healthcare environment. Students will demonstrate comprehension and application of course content from previous and concurrent courses.

2. Capstone 2

Course Description:

This course will provide students with the opportunity to apply the principles of program development, implementation and evaluation focused on policy, communication and technology/outcome measurement content into an innovation project in a healthcare environment. Students will demonstrate comprehension and application of previous and concurrent courses.

3. Final Capstone Project

Course Description:

The Final Capstone Project will allow students to integrate the concepts learned in the program's core courses and demonstrate evidence of understanding and application of innovation principles, concepts and strategies for implementation, and evaluation in a singular project that centers on innovation and complexity leadership.

The capstone courses build sequentially upon each other, culminating in the Final Capstone Project. In Capstone 1, activities focus on more basic level application of principles such as evaluating how innovation,

leadership and culture impact organizational performance in a local work or community setting. The Final Capstone Project represents a synthesis of MHI course content into the design and implementation of an applied innovation project that demonstrating the leadership of innovation. Illustrative examples of Final Capstone projects include: (a) writing a business plan and proposal for funding to create an innovative technology platform to provide clinicians with rapid access to evidence to guide clinical management of patients; (b) developing and evaluating a program to develop the leadership skills of middle managers for innovation; and, (c) developing an unique program to help impoverished communities to locate fresh local food resources using Google and Yelp, while partnering with clinicians to promote the program and design engagement tools to support healthy behaviors.

Program Elective:

1. Outside Elective (3 credit hour)

1. Elective

The elective course can be chosen from an approved list of leadership or other healthcare systems courses. The elective must be at the graduate level and be 3 credits. Students must obtain approval from the program director before enrolling in the elective.

Core Competencies:

This set of core courses in the MHI program will provide outcomes-based learning according to the program competencies defined by innovation literature, expert faculty, researchers, and feedback from Healthcare Organizations. The coursework for the MHI program is targeted towards ensuring students the academic opportunity, resources and experiences to provide the knowledge, behaviors, and skills to achieve successful professional outcomes in healthcare innovation and leadership (Appendix C). The core competencies areas in the MHI coursework include:

- **Innovation**
- **Organizational Culture and Change**
- **Communication**
- **Leadership**
- **Organizational Operations in Healthcare**
- **Evidence Based Leadership**
- **Outcomes Orientation**

Program Outcomes

At the completion of the MHI Program, the graduate will be prepared to:

- Practice innovation leadership skills, integrating and applying knowledge from the sciences with the fields of organizational culture, health policy, and information technology;
- Demonstrate leadership skills in health systems to improve the safety and quality of healthcare;
- Provide leadership in inter-professional collaborative teams to improve health outcomes for individuals, populations, and systems;
- Develop skill in the analysis and shaping of innovation work within health systems.
- Demonstrate skill in the application of innovation leadership and evidence-based frameworks for individuals, populations, and systems.

2.2 Program Accreditation

There are currently no agencies accrediting Healthcare Innovation programs. Although the MHI program is not able to be accredited, the program design and quality are governed by the highest standards required by all Ohio State University Masters Programs. The Ohio State University is accredited by the Higher Learning Commission, a commission of the North Central Association.

2.3 Certification

There are currently no certifications in innovation leadership. However, certain groups such as the American Nurses Credentialing Center, the American College of Healthcare Executives, and others have certifications that could be obtained after completing the MHI degree and meeting the years of service and testing requirements of the certification bodies.

2.4 Distance Education

The MHI degree is a distance learning program offered entirely online, predominantly in an asynchronous format. All course content will be delivered using a variety of multi-media formats including video lecture capture, audio slide shows, interactive slide shows, online quizzes and exams, and virtual discussion with instructors and classmates. Examples of online educational media that may be used include Adobe Connect (web conferencing software), Camtasia or Panopto (screen and audio capture software), and Articulate (interactive e-learning course software). All course materials will be accessible at the convenience of the student via Carmen, the OSU course management system.

To ensure the use of best practices in online higher education, the MHI courses will be developed using the Quality Matters Rubric. The Quality Matters (QM) Program is a nationally recognized process of reviewing the quality of online courses and online components. The Quality Matters Rubric is a widely used set of standards for the design of online courses at the postsecondary level (www.qmprogram.org/higher-education-program).

3. Administrative Arrangements

The MHI program will be supported by the College of Nursing. Administrative oversight of the program will be provided by a Director who will be hired upon approval of the program. The Director of the MHI Program, in collaboration with the program's Graduate Studies Committee, will have responsibility for the overall supervision and direction towards achieving program goals and student learning objectives. Specifically, the MHI Program Director, assisted by the MHI Graduate Studies Committee, will be accountable for:

- Promoting the program within the healthcare community to engage partners
- Recruitment of students into the program
- Reviewing applications from prospective applicants and making admissions recommendations to the Graduate Studies Committee
- Discussing faculty teaching responsibilities for individual courses with the Associate Dean for Academic Affairs and Educational Innovation (ADAAEI)
- Assisting faculty in the delivery of the program content and students meeting learning objectives
- Assignment of faculty advisors for students in conjunction with the MHI Graduate Studies Committee
- Oversight of the capstone projects, including assignment of faculty advisors, identification of industry sponsors, and the design, oversight, and evaluation of the capstone project

The Graduate Studies Committee for the MHI program shall be comprised of the MHI Program Director who will be a faculty member with Graduate Faculty status, three to five faculty representatives, and one graduate student representative. The committee members will review proposals related to new and revised courses and areas of specialization. The Graduate Studies Committee will assist the MHI program director in recommending assignment of faculty for course instruction to the ADAAEI. In collaboration with the program director, the committee will assist in the assignment of faculty as advisors for students. Additionally, the committee members will assist the program director with the assignment of faculty capstone advisors and the identification of industry sponsors for the capstone projects.

4. Evidence of Need

4.1 Need for the Advanced Degree in Healthcare Innovation

The Masters of Healthcare Innovation program prepares leaders to function in complex healthcare organizations by utilizing complexity leadership principles that focus on collaboration, innovation, networking, and continuous change. The American Organization of Nurse Executives (AONE), the Robert Wood Johnson (RWJ) Foundation, the American Association of Colleges of Nursing (AACN), and other leading healthcare organizations have defined leadership competencies that move beyond the capacity of traditional leadership programs such as MBA and MHA degrees. Graduates of the MHI program will be equipped to lead through change, ambiguity, and chaos to shape healthcare organizations to better adapt to the monumental shifts in payment and patient care structures.

Declining healthcare quality and increasing costs continue to challenge healthcare leaders. Leadership practices in healthcare systems include autocratic, standardized, controlled, and profit-driven behaviors as the means to achieving organizational outcomes. Recent leadership scholars have proposed that the

pathway to improving organizational outcomes may indeed be found in a different leadership model (Uhl-Bien & Marion, 2008; Lord, 2008; Delia, 2010). A model in which the leadership is shared among employees, uncertainty is normative, mutual goals are facilitated, and innovations are foundational is believed to be more congruent with the current environment of increasing technology and complexity (Uhl-Bien & Marion, 2008). Quality issues such as inappropriate variations in care, consumer dissatisfaction, adverse events, medication errors, falls, and surgery mistakes have plagued the United States' healthcare system for decades (Nembhard, Alexander, Hoff, & Ramanujam, 2009). The annual National Healthcare Quality Report shows healthcare quality and access to services are suboptimal (Agency for Healthcare Research and Quality, 2010). Substantial arguments have been made claiming that the lack of improvement in healthcare quality is due to failed innovation implementation and inadequate leadership (Nembhard et al., 2009; Bazzoli, Dynan, Burns, & Yap, 2004; Berwick, 2003).

The MHI program teaches leadership principles steeped in the concepts, evidence, and practices of complexity leadership theory and innovation implementation. Healthcare organization leaders have stressed that innovation, rather than management, will lead the U.S. healthcare system to become more affordable, and utilize resources more effectively. Preparing leaders with an understanding of the innovation process will address the critical gap between healthcare leadership capacity and quality, cost, and error metrics that continue to rise.

4.2 Opportunities for Employment

According to Anderson and Frogner (2008), in 2005 the United States spent \$6,000 per capita on healthcare, more than double the median of 30 other industrialized countries (World Health Organization, 2010). In 2009 this number rose to over \$8,000 per capita (Martin, Lassman, Whittle, & Catlin, 2011). One cause of the poor quality and high cost in healthcare is the lack of innovation in organizations. Nembhard, Alexander, Hoff, and Ramanujam (2009) found that quality in healthcare continues to lag, citing "the prevalence of innovation implementation failure—organizational members' inconsistent or improper use of innovations—as a primary cause" (p. 24). Over the last 50 years, federal agencies and others have spent hundreds of billions of dollars verifying the effectiveness of innovations in healthcare; yet very little is known about how to lead innovation (Lenfant, 2003).

Healthcare organizations are increasingly searching for leaders who can navigate the evolving system and understand technology, organizational dynamics, and those who can create new models of care. The MHI program will prepare leaders to engage in creating and driving the future direction of healthcare from any position within an organization from direct care to manager, director, and top leadership ('C-suite') positions. Healthcare employers are looking for leaders who are able to translate technology into practice, engage the frontline bedside workers in change, and challenge the status quo in order to move organizations forward under healthcare reform and the shift from volume to value. Graduates of the MHI program will be prepared for a variety of leadership roles and will possess skills that will hold value to any leadership position seeking strong communication, outcomes orientation, systems integration and creativity. Examples of positions that MHI graduates will be prepared for include: healthcare consultants, innovation leads, project managers, advisors to healthcare device manufacturers, product research and development, healthcare technology positions, and other roles in which technology, leadership, and innovation intersect.

This program is not limited to preparing students only for roles specific to innovation. The healthcare industry is embracing the need for innovation leadership through the development of innovation centers to connect performance improvement, technology, innovation, and leadership to bedside practice in an attempt to reduce cost, improve outcomes, and develop new models of care. These centers have been

created at Stanford, UC San Francisco, Kaiser Permanente, Mayo Clinic, Rush, and many other large institutions. MHI graduates will be ideally prepared for engagement in this collaborative work and will be well qualified for roles as directors of innovation, performance improvement roles, and other defined innovation leadership roles that are being developed within the healthcare system.

4.3 Similar Programs in Ohio and the U.S.

There are currently a handful of MHI programs in the country with most programs adding one innovation class to an existing traditional leadership program. The majority of these programs are multi-disciplinary and are geared for healthcare leaders who have established jobs. At OSU, the Fisher College of Business offers a program in Healthcare Business which focuses on Six Sigma performance improvement, but without a significant focus on innovation or clinical leadership. The proposed MHI program targets a different audience, that of clinical and non-business operations leaders, who lead frontline clinicians and workers in the healthcare industry. The program is not meant to teach the basics of business but rather to focus on the principles of leadership and innovation and how to apply them to real-life clinical and healthcare issues.

Currently, there are three programs in healthcare innovation offered nationwide (Appendix D). Of these, one is completely online and two are hybrid (online and in person). The difference of the proposed OSU MHI program is a focus on innovation in the context of health systems and operations grounded in Complexity Science. Other innovation programs are focused on innovation leadership as a management competency while the proposed OSU program expands the innovation curriculum to be more integrated with the emerging trends and application in healthcare. Specifically this program trains graduates for jobs in innovation work while linking cutting edge technology applications, and providing connection and content expertise from the OSU Wexner Medical Center, Kaiser Permanente, and other programs to which existing innovation programs do not have access.

The proposed MHI program offers several advantages over many of the currently available programs as the proposed MHI is:

- Offered entirely online, and therefore, accessible to students nationally and internationally
- Open to baccalaureate-prepared students with any major
- Multi-disciplinary courses taught by national faculty with demonstrated experience and expertise in innovation leadership including Organizational Operations, Consulting, Management, Policy, and Technology
- Affiliated with one of the largest academic medical campuses in the country with numerous opportunities for innovation/leadership development
- Strong industry relationships with healthcare innovation leaders
- In-state tuition to all students regardless of state or country of residence

5. Prospective Enrollment

Recruitment and admissions to the MHI program will be handled by the graduate admissions office in the College of Nursing. The admissions criteria will be consistent with standards for other graduate programs in the College of Nursing. The full list of criteria is provided in Appendix E. Evaluation of applicants will adhere to the principles of individualized and holistic review. As such, each item will be considered as but one metric in the admissions process, with no single item considered a sole criterion for admission into the program. The demand for the MHI program is expected to be significant and with an expected rate of program growth that is similar to another tagged masters program in the College of Nursing, the Master of Applied and Preclinical Research (MACPR) program. The projected initial enrollment and growth rate are based on queries of prospective student populations to whom we would target recruitment as well as the College of Nursing strategic plan. The student population that would be recruited for the MHI program is not expected to infringe upon the existing MS in Nursing program which focuses primarily on the preparation of advanced nursing practitioners. Assuming approval by the Ohio Board of Regents by July 2015, the anticipated entering class size by year:

Table 1. Projected students admitted to MHI program by year.

Program	Initial Year (Autumn 2015)	Second Year (Autumn 2016)	Subsequent Years (Autumn 2017 and beyond)
Masters in Healthcare Innovation	15	25	50

6. Special Efforts to Enroll and Retain Underrepresented Groups

The College of Nursing is committed to the recruitment and retention of underrepresented minority students. The MHI program will utilize the College of Nursing's full-time Coordinator for Diversity Recruitment and Retention who creates programs and opportunities that aim to increase and retain the number of underrepresented students for all of the college's undergraduate and graduate programs. The Diversity Coordinator partners with the Office of Diversity and Inclusion, non-profits, and administration, faculty, students, and the College marketing team to create a comprehensive plan for recruitment and retention of underrepresented groups. The diversity plan includes participating in fairs at Historically Black Colleges and Universities, incorporating diversity in marketing materials, conducting diversity climate assessments, and monitoring retention of underrepresented students. For example, one new diversity recruitment initiative for the graduate programs in the College of Nursing is identifying all OSU diversity-related student groups, sororities, and fraternities and inviting their members to a College of Nursing event. In targeting OSU students, the goal of this action is to yield a competitive group whose first choice for graduate school is OSU. As part of the ongoing retention efforts for underrepresented groups, the College of Nursing also has a well established Diversity Committee comprised of faculty, staff, and students that meet monthly to develop opportunities to enrich cultural experiences and to create an environment that values and supports diversity. For example, underrepresented students are supported by diversity-oriented groups in the College of Nursing tailored to enhancing their success and inclusiveness. Recognition of the unique needs of underrepresented students who have academic challenges led to the establishment of tutor and support services, as well as a mentoring program, the Sibling Mentor Program (SIBS) that matches newer students with more advanced students in the same program, for ongoing guidance, networking, and support. The College of Nursing sponsors 4 different ethnic/cultural student groups for underrepresented ethnically-

diverse and male students. Hundreds of College of Nursing students and faculty recently completed the OSU Open Doors Anti-Bias training.

7. Available Faculty and Facilities

The institution has an excellent infrastructure to support the development of the MHI program. Potential faculty to teach the eight core courses include the following:

- Daniel Weberg, PhD, MHI, BSN, RN- Director of Nursing Innovation, Kaiser Permanente
- Jerry Mansfield, PhD, RN- Chief Nursing Officer, The Ohio State University Medical Center
- Todd Tussing, DNP, RN, Director of Nursing, The Ohio State University Medical Center: University Hospital East
- Tony Mollica, MBA, MHI- Integration Leader, Humana
- Kim Weberg, MHI- Consultant, Kaiser Permanente
- The director of MHI will participate in teaching responsibilities

Because the proposed program will be offered entirely online (other than the capstone internship experience), no physical facilities will be required for the students at OSU. However, state-of-the-art delivery of the course materials will be crucial. The College of Nursing has highly experienced information technology specialists who will assist with the technical aspects of the online course delivery format. The College of Nursing has accumulated many years of experience delivering online programs and courses to graduate students. The MHI program director will work closely with the college's instructional development specialists to assure smooth online course development, technical presentation and delivery of the course material.

8. Need for Additional Faculty and Facilities

In addition to existing OSU faculty teaching in the program, it is anticipated that several instructors with professional experience in healthcare innovation will be hired to teach specific classes as associated faculty.

Additional facilities will not be required for the proposed program.

9. Projected Additional Costs

Linda Walsh, Senior Fiscal Officer in the College of Nursing, has developed a seven-year budget projection for the MHI program (Appendix F) based on the enrollment projections given in section five. The budget includes costs associated with the program administration and hiring part time adjunct lecturers. Because the program is offered entirely online, all students, regardless of residence, will be charged the tuition cost for residents of the State of Ohio. The program becomes self-sufficient in the first year. Program budget stabilizes in year 5 when enrollment holds at 110 and marginal gains decrease dramatically. Infrastructure costs of the program are not included in the model and will be subsidized by the College of Nursing.

Appendix A: Coursework Requirements

The MHI is a 34-35 credit-hour professional master's degree program designed to be completed as two or three year program. The core of the program requires 24 credit hours of course work, 7-8-credit-hours of capstone projects and 3 credit-hours elective:

CORE COURSEWORK	Course Number	Credit Hours
(1) Innovation in High Performing Systems	TBD	3
(2) Innovation Leadership: Leading from Within	TBD	3
(3) Building a Culture of Innovation in Health Systems	TBD	3
(4) Enhancing Communication in the Innovation System	TBD	3
(5) Healthcare Policy: A Case for innovation	TBD	3
(6) Utilizing Technology to Measure Outcomes in Health Systems	TBD	3
(7) Best Practices In Organizational Operations	TBD	3
(8) Evidence-Based Practice for Innovation in Organizations	TBD	3
Total Credit Hours – Core	TBD	24
Elective Coursework	TBD	3
(9, 10) Capstone 1 &2 Projects	TBD	4
(11) Final Capstone Project		3-4
TOTAL		34-35

Appendix B: Sample Plan of Study

The MHI Program is designed to be completed in two or three years.

Masters of Healthcare Innovation (2 year plan of study)							
Year 1 Autumn		Year 1 Spring		Year 2 Autumn		Year 2 Spring	
Course	Cr	Course	Cr	Course	Cr	Course	Cr
(1) Innovation in High Performing Organizations	3	(4) Enhancing Communication in the Innovation System	3	(7) Best Practices In Organizational Operations	3	Elective	3
(2) Innovation Leadership: Leading from Within	3	(5) Healthcare Policy: A Case for Innovation	3	(8) Evidence-Based Practice for Innovation in Organizations	3	(11) Final Capstone Project	3-4
(3) Building a culture of Innovation in Health Systems	3	(6) Utilizing Technology to Measure Outcomes in Health Systems	3	(10) Capstone 2	2		
		(9) Capstone 1	2				

Masters of Healthcare Innovation (3 year plan of study)											
Year 1 Autumn		Year 1 Spring		Year 2 Autumn		Year 2 Spring		Year 3 Autumn		Year 3 Spring	
Course	Cr	Course	Cr	Course	Cr	Course	Cr	Course	Cr	Course	Cr
(1) Innovation in High Performing Organizations	3	(5) Healthcare Policy: A Case for Innovation	3	(3) Building a Culture of Innovation in Health Systems	3	(4) Enhancing Communication in the Innovation System	3	(7) Best Practices In Organizational Operations	3	Elective	3
(2) Innovation Leadership: Leading from Within	3	(6) Utilizing Technology to Measure Outcomes in Health Systems	3	(8) Evidence-Based Practice for Innovation in Organizations	3	(9) Capstone 1	2	(10) Capstone 2	2	(11) Final Capstone Project	3-4

Appendix C: Program Competencies

Innovation

- Develop specific skill sets that can be used to create innovation and sustainable change in healthcare organizations.
- Analyze the evolution of conceptual definitions and theories of innovation as a foundation for nursing and healthcare leadership.
- Demonstrate the role of disruption, chaos and deviance as positive attributes of advancing innovation in a healthcare organization.
- Compare and contrast the use of team based and individual based strategies in innovation, focusing on innovation outcomes and effective organizational change.
- Utilize elements of diffusion of innovation, complexity and network leadership to create an organizational innovation plan.
- Evaluate the leadership and organizational barriers to designing and implementing innovation and discuss strategies to overcome barriers.
- Compare and contrast the theoretical principles of chaos and complexity and apply the concepts through an examination of their relationship to risk, role clarity and innovation leadership

Organizational Culture and Change

- Apply leadership behaviors and develop foundations that move organizations towards cultures of change and innovation and build an ecology of innovation in healthcare systems.
- Apply the foundations of the U.S. healthcare system to real world problems that require innovation.
- Identify the theoretical foundation for complex adaptive systems and articulate the application of systems thinking in the innovator's role.
- Implement strategies for assessing, strategizing and impacting organizational culture.

Communication

- Articulate the role of the network, relationships and conversation as methods for innovation and system impact.
- Evaluate the role of relationships and communication in the successful development and implementation of innovation in healthcare
- Demonstrate coaching strategies as a behavior of a complexity leader
- Explain the value of understanding group dynamics and their role in leveraging relationships for systems change

Leadership

- Demonstrate synthesis of evidence and practice of leadership, change, innovation, and organizational skills in the practical application of a change project.
- Analyze the role of leadership in creating cultures for innovation in complex organizations.
- Analyze one's own leadership journey in relation to influencing others and leading themselves.
- Examine the role of leadership as relates to policy creation and implementation.
- Reflect on the role of the leader in innovation and describe the importance of wellness, renewal and energy management in optimizing innovation leadership

Organizational Operations in Healthcare

- Analyze different types of budgets used in various healthcare settings and compare and contrast conventional and innovative budgeting techniques
- Understand, analyze, modify and develop a comprehensive budget
- Describe the structure and value of cost centers and service lines in healthcare organizations
- Identify various types of organizational resources and discuss strategies for leveraging resources for innovation implementation
- Demonstrate understanding of the role of productivity metrics in healthcare organizations and their role in organizational operations

Evidence-based leadership

- Apply analytical skills and evidence-based practice methodologies towards leadership focused scholarship.
- Analyze evidence-based theories and how they support or detract from organizational change and innovation
- Demonstrate the role of the innovation leader in promoting organizational change through the use of evidence
- Propose methods, strategies and ideas for how to utilize the EBP process to go beyond the best evidence to promote organizational change and innovation

Outcomes Orientation

- Analyze the value of and methods for measuring outcomes in healthcare departmentally vs. systemically
- Evaluate the meaning and relevance of outcome data and explain the role it plays in data driven decisions and evidence-based practice
- Compare outcome measurement strategies, providing examples of specific outcomes and the strategies for measuring:
 - Personal Outcomes
 - Professional Outcomes
 - Organizational/Systems outcomes
 - Patient Outcomes
- Analyze the role of transparency (internal and external) in outcome measurement and reporting

Appendix D: Similar Programs

Institution	State	Program	Online Program?
<u>Healthcare Innovation</u>			
Arizona State University	AZ	Masters in Healthcare Innovation	<input checked="" type="checkbox"/>
Drexel University	PA	MSN Innovation and Entrepreneurship In Advanced Nursing Practice	<input checked="" type="checkbox"/>
Brandman University	CA	Masters in Nursing Administration and Innovation	<input checked="" type="checkbox"/>

Appendix E: Admissions Criteria

The admissions criteria for the MHI program will be consistent with standards for other graduate programs in the College of Nursing. Admission requirements will also be consistent with the criteria set by the Graduate School.

Undergraduate or Graduate Degree:

- Healthcare clinicians with a bachelor's degree or higher (BSN or higher, PharmD, MD, etc.), or
- A bachelor's or higher degree in any field
- Graduation from an accredited program

The Graduate School requires a minimum 3.0 grade point average (GPA) on a 4.0 scale in all prior undergraduate and graduate level coursework. Applicants with a cumulative undergraduate GPA below 3.0 may apply but are required to take the Graduate Record Exam (GRE).

Graduate Record Exam:

- The GRE will not be required except as consistent with OSU Graduate School admissions requirements. GRE scores are required for ALL applicants who meet any of the following criteria:
 - 1) Applicant has a total combined undergraduate GPA of less than 3.0 on a 4.0 scale.
 - 2) Applicant has a total combined graduate GPA of less than 3.0 on a 4.0 scale.
 - 3) Applicant holds a degree from an unaccredited college or which includes transfer credit from an unaccredited college.

Purpose and Goals Statement:

Purpose and goals statement, including a narrative discussion of professional experience and career trajectory in healthcare innovation.

Letters of Recommendation:

Three letters of recommendation from individuals who are familiar with the applicant's academic ability, work experience, contributions to innovation and leadership, and potential to succeed in the program.

International Students:

Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) requirements for international applicants from a non-English speaking country are:

- TOEFL paper test 600, TOEFL computer-based test 250, TOEFL internet-based test 100
- IELTS 8.0

Appendix F: Marginal Gain of Masters of Healthcare Innovation

Marginal Gain of Masters of Healthcare Innovation											
	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22			
Students (FT & PT)	0	15	40	78	105	110	110	110			
Avg. Credit Hours per Student	0	18.4	16.53	16.51	15.67	15.45	15.45	15.45			
Total Hours	0	276	661	1288	1645	1700	1700	1700			
Prior 2 year Average Hours	0	0	138	468.5	975	1467	1673	1700			
Fee Revenue											
New Student (Increases 2.5% yr)	\$ 851.82	\$ 873	\$ 895	\$ 917	\$ 940	\$ 964	\$ 988	\$ 1,013			
Fee Revenue	\$ -	\$ 240,980	\$ 591,558	\$ 1,181,504	\$ 1,546,711	\$ 1,638,385	\$ 1,679,345	\$ 1,721,329			
Marginal Revenue	\$ -	\$ 240,980	\$ 350,578	\$ 589,947	\$ 365,207	\$ 91,674	\$ 40,960	\$ 41,984			
24% Tax on Marginal Revenue	\$ -	\$ (57,835)	\$ (84,139)	\$ (141,587)	\$ (87,650)	\$ (22,002)	\$ (9,830)	\$ (10,076)			
Marginal Revenue from Fees	\$ -	\$ 183,145	\$ 266,439	\$ 448,359	\$ 277,557	\$ 69,673	\$ 31,129	\$ 31,908			
Fees above Grad Rate (Untaxed)	0	0	0	0	0	0	0	0			
Subsidy Revenue											
Effective Rate (Flat)	\$ 477.51	\$ 477.51	\$ 477.51	\$ 477.51	\$ 477.51	\$ 477.51	\$ 477.51	\$ 477.51			
Total Subsidy Generated	\$ -	\$ -	\$ 65,896	\$ 223,713	\$ 465,333	\$ 700,268	\$ 798,635	\$ 811,767			
Marginal Subsidy	\$ -	\$ -	\$ 65,896	\$ 157,817	\$ 241,620	\$ 234,935	\$ 98,367	\$ 13,132			
24% Tax on Marginal Subsidy	\$ -	\$ -	\$ (15,815)	\$ (37,876)	\$ (57,989)	\$ (56,384)	\$ (23,608)	\$ (3,152)			

Marginal Revenue from Subsidy		\$	50,081	\$	119,941	\$	183,631	\$	178,551	\$	74,759	\$	9,980
Student Services Assessment (SSA)													
Combined Pools	\$402.49												
Full Assessment	\$	410.54	418.75	431.31	439.94	448.74	457.71	466.87	\$	(793,674)	\$		
		\$	(57,788)	(202,070)	(428,721)	(658,075)	(765,525)						
Summary of Marginal Revenue	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21					
Marginal Fees	\$	240,980	350,578	589,947	365,207	91,674	40,960	\$	41,984				
Marginal Subsidy	\$	-	65,896	157,817	241,620	234,935	98,367	\$	13,132				
24% Tax on Marginal Revenue	\$	(57,835)	(99,954)	(179,463)	(145,638)	(78,386)	(33,438)	\$	(13,228)				
Marginal SSA	\$	-	(57,788)	(144,283)	(226,651)	(229,354)	(107,450)	\$	(28,149)				
Total PBA Generation	\$0	\$183,145	\$258,733	\$424,018	\$234,538	\$18,869	-\$1,562	\$13,738					
PBA Earnings	\$	183,145	441,877	865,895	1,100,433	1,119,302	1,117,740	\$	1,131,479				
Expenses		1.0 Director; 2.5 Instructor	1 Director; 4.5 Instructor	1 Director; 4.5 Instructor	1 Director; 4.5 Instructor	1 Director; 4.5 Instructor	1 Director; 4.5 Instructor	1 Director; 4.5 Instructor	1 Director; 4.5 Instructor				
FTE		3.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5				
Personnel		161,730	213,831	221,315	229,061	237,078	245,375	253,964	253,964				
Infrastructure/PT Lecturers		0	0	0	0	0	0	0	0				
Total Program Expense	0	161,730	213,831	221,315	229,061	237,078	245,375	253,964	253,964				
Total PBA Generated less Expenses	0	21,415	228,047	644,581	871,372	882,225	872,365	877,515					

Masters of Healthcare Innovation Course Syllabi (OAA format)

Innovation in High Performing Organizations 21

Innovation Leadership: Leading from Within 22

Building a Culture of Innovation in Health Systems 23

Enhancing Communication in the Innovation System 24

Healthcare Policy: A Case for Innovation..... 25

Utilizing Technology to Measure Outcomes in Health Systems 26

Evidence-Based Practice for Innovation in Organizations 28

Capstone 1 29

Capstone 2 30

Capstone 3 31

THE OHIO STATE UNIVERSITY
GRADUATE SCHOOL
COLLEGE OF NURSING
MHI XXX
Innovation in High Performing Organizations
3 Credit Hours

Prerequisites

Admittance into the MHI Graduate Program or approval from Program Director

Course Description

Students learn advanced concepts of innovation in a high performing organization and the leadership behaviors that sustain innovation. Students discuss cross-disciplinary theories of innovation for improving health and quality of healthcare. Students are introduced to innovation competencies including positive deviance, complexity leadership, and disruptive innovation.

Objectives

Upon completion of the course, the student will be able to:

1. Discuss the evolution of conceptual definitions and theories of innovation as a foundation for nursing and healthcare leadership.
2. Describe the role of disruption, chaos and deviance as positive attributes of advancing innovation in a healthcare organization.
3. Utilize elements of diffusion of innovation, complexity and network leadership to create an organizational innovation plan.
4. Analyze the role of leadership in creating cultures for innovation in complex organizations.
5. Evaluate the leadership and organizational barriers to designing and implementing innovation and discuss strategies to overcome barriers
6. Compare and contrast the use of team based and individual based strategies in innovation, focusing on innovation outcomes and effective organization change.

Course Topics

- Innovation theory overview
- Leadership impact on innovation
- Positive deviance
- Disruptive innovation
- Network leadership
- Innovation outcomes
- Teams and innovation
- Diffusion of innovations

THE OHIO STATE UNIVERSITY
GRADUATE SCHOOL
COLLEGE OF NURSING
MHI XXX

Innovation Leadership: Leading from Within
3 Credits

Prerequisite:

Admittance into the MHI Graduate Program or approval from Program Director

Course Description:

This course encourages students to discover themselves as leaders to maximize innovation and organizational impact. Students explore their own leadership behaviors to better manage their energy and find balance in order to perform at a peak level and positively impact the advancement of innovation in healthcare.

Objectives:

Upon completion of the course, the student will be able to:

1. Articulate the benefits and challenges of oneself as a leader and describe the steps towards optimizing individual performance
2. Reflect on the role of the leader in innovation and describe the importance of wellness, renewal and energy management in achieving success in innovation leadership
3. Identify methods to evaluate levels of self-knowledge and create action steps towards enhancing self-knowledge in themselves and those around them
4. Describe the theoretical principles of chaos and complexity and apply the concepts through an examination of their relationship to risk, role clarity and innovation leadership
5. Analyze their journey in leadership and where they are in their balance of leading themselves to leading others

Course Topics:

- The self and individual performance
- Energy management
- Reflection and renewal
- Self-knowledge
- Wellness
- Conflict/risk/role clarity
- Framing your leadership journey

THE OHIO STATE UNIVERSITY
GRADUATE SCHOOL
COLLEGE OF NURSING

MHI XXX

Building a Culture of Innovation in Health Systems
3 Credits

Prerequisite:

Admittance into the MHI Graduate Program or approval from Program Director

Course Description:

This course builds foundational knowledge of complex adaptive system characteristics in healthcare. It will explore complex adaptive system theory, systems thinking and network relationships as the context of leadership action and innovation. This course focuses on healthcare innovation from a systems perspective emphasizing the importance of networks, relationships, culture and feedback.

Objectives:

Upon completion of the course, the student will be able to:

1. Synthesize and apply systems thinking in understanding, addressing and solving typical healthcare problems.
2. Analyze the value of and methods for measuring outcomes in healthcare departmentally vs. systematically
3. Describe the use of feedback loops as a tool for innovation and system effectiveness
4. Identify the theoretical foundation for complex adaptive systems and articulate the application of systems thinking in the innovator's role.
5. Articulate the role of the network, relationships and conversation as methods for innovation and system impact.
6. Summarize the essential steps in creating and sustaining high performing cultures through systems thinking
7. Identify the principles and personal insights necessary for creating structures of high performing cultures

Course Topics:

- Complex Adaptive Systems
- Measuring outcomes in Systems
- Feedback loops
- Systems thinking
- Relationships across the network
- Intersectional leadership
- Creating and sustaining high performing cultures

**THE OHIO STATE UNIVERSITY
GRADUATE SCHOOL
COLLEGE OF NURSING
MHI XXXX
Enhancing Communication in the Innovation System
3 Credits**

Prerequisite:

Successful completion of MHI XXX: Innovation in High Performing Organizations and MHI XXX: Innovation Leadership: Leading from Within; or by approval from Program Director

Course Description:

This course develops leadership behaviors that facilitate constructive conversations, interactions, and outcomes through communication and coaching techniques. The course explores the role of relationships and communication in healthcare innovation, and challenges the traditionally negative view of conflict, by reframing it as a valuable and normative behavior in high performing organizations.

Objectives:

Upon completion of the course, the student will be able to:

1. Compare and contrast the negative and positive approaches to conflict in organizational performance utilizing a complexity lens.
2. Develop strategies to assessing, strategizing and impacting organizational culture
3. Evaluate the role of relationships and communication in the successful development and implementation of innovation in healthcare
4. Describe and demonstrate coaching strategies as a behavior of an complexity leader
5. Explain the value of understanding group dynamics and their role in leveraging relationships for systems change

Course Topics:

- Coaching
- Conflict as normative
- Group dynamics
- Shadow of the leader
- Leveraging relationships for systems change
- Organizational culture

THE OHIO STATE UNIVERSITY
GRADUATE SCHOOL
COLLEGE OF NURSING

MHI XXX

Healthcare Policy: A Case for Innovation
3 Credits

Prerequisite:

Successful completion of MHI XXX: Innovation in High Performing Organizations and MHI XXX: Innovation Leadership: Leading from Within; or by approval from Program Director

Course Description:

This course introduces the multi-faceted elements of healthcare policy at the local, regional and national level and. It discusses the role that healthcare policy plays in framing the context for healthcare innovation to occur. Learners will be introduced to the current state of the US healthcare system and the political, systematic and environmental impact of healthcare policy on innovation.

Objectives:

Upon completion of the course, the student will be able to:

1. Evaluate the development and evolution of healthcare policy
2. Explain the correlation between innovation, change management and policy development and implementation.
3. Identify and analyze the current state of policy in healthcare including the evolution of Volume to Value Shift and Cost Impact
4. Examine the role of leadership and quality as relates to policy creation and implementation.
5. Analyze the process for creating, modifying and implementing policy and policy reform.

Course Topics:

- Volume to Value Shift
- Cost Impact
- Lack of effective leadership practices
- Lacking quality
- Policy/reform

THE OHIO STATE UNIVERSITY
GRADUATE SCHOOL
COLLEGE OF NURSING

MHI XXX

Utilizing Technology to Measure Outcomes in Health Systems

3 Credits

Prerequisite:

Successful completion of MHI XXX: Innovation in High Performing Organizations and MHI XXX: Innovation Leadership: Leading from Within; or by approval from Program Director

Course Description:

This course explores strategies for outcome measurement as a strategy for enhancing organizational performance and innovation and how to leverage technology to measure and integrate outcomes into the daily practice in healthcare. The course emphasizes technology's role in the measurement of outcomes at the personal, the professional, the organizational, and the system level.

Objectives:

Upon completion of the course, the student will be able to:

1. Describe varied methods of outcome measurement (qualitative, quantitative, mixed).
2. Evaluate the meaning and relevance of outcome data and explain the role it plays in data driven decisions and evidence based practice
3. Examine the current technological capabilities and advances that both support and hinder effective outcome measurement
4. Compare outcome measurement strategies, providing examples of specific outcomes and the strategies for measuring:
 - a. Personal Outcomes
 - b. Professional Outcomes
 - c. Organizational/Systems outcomes
 - d. Patient Outcomes
5. Analyze the role of transparency (internal and external) in outcome measurement and reporting

Course Topics:

- Personal Outcomes
 - Quantified self movement—apps for health
- Professional Outcomes
 - Measuring professional outcomes/competency
 - Electronic medical records—quality data, competency, care outcomes, impact, cost
- Organizational/Systems outcomes
 - Organizational effectiveness

- Publicly reported data
- Patient Outcomes
 - Social networking
 - Apps for health
 - Engagement

THE OHIO STATE UNIVERSITY
GRADUATE SCHOOL
COLLEGE OF NURSING
MHI XXX
Evidence-Based Practice for Innovation in Organizations
3 Credits

Prerequisite:

Successful completion of MHI XXX: Innovation in High Performing Organizations and MHI XXX: Innovation Leadership: Leading from Within; or by approval from Program Director

Course Description:

This course explores various elements of organizational operations in order to fully impact the organizations and systems in which they work. This course develops basic skill sets in financial and business operations in healthcare organizations. Students learn specific skills in budgeting, planning, financial analysis, program development and implementation, and resource identification and use.

Objectives:

Upon completion of the course, the student will be able to:

1. Analyze different types of budgets used in various types of healthcare settings and compare and contrast conventional and innovative budgeting techniques
2. Understand, analyze, modify and develop comprehensive budget
3. Describe the structure and value of cost centers and service lines in healthcare organizations
4. Identify various types of organizational resources and discuss strategies for leveraging resources for innovation implementation
5. Discuss the role of productivity metrics in healthcare organizations and their role in organizational operations

Course Topics:

- Financial skills
 - ROI etc
- Budgeting
- Cost centers and service lines
- Leveraging resources for innovation
- Productivity metrics

THE OHIO STATE UNIVERSITY
GRADUATE SCHOOL
COLLEGE OF NURSING
MHI XXX
Capstone 1
2 Credit

Prerequisite:

Successful completion of MHI XXX: Innovation in High Performing Organizations, MHI XXX: Innovation Leadership: Leading from Within and MHI XXX: Building a Culture of Innovation in Health Systems

Course Description:

This course provides students with the opportunity to apply the principles of program development, implementation and evaluation focused on innovation, leadership, and systems content into an innovation project in a healthcare environment. Students will demonstrate comprehension and application of course content from previous and concurrent courses.

Objectives:

Upon completion of the course, the student will be able to:

1. Synthesize the action steps of an innovation model
2. Integrate Leadership, Policy and Systems thinking into a real world project focused on innovation

Course Topics:

- Integration of topics including:
 - Foundations of leadership
 - Cultures of change and innovation
 - Ecology of innovation in healthcare systems.

THE OHIO STATE UNIVERSITY
GRADUATE SCHOOL
COLLEGE OF NURSING
MHI XXX
Capstone 2
2 Credits

Prerequisite:

Successful completion of MHI XXX: Capstone 1

Course Description:

This course will provide students with the opportunity to apply the principles of program development, implementation and evaluation focused on policy, communication and technology/outcome measurement content into an innovation project in a healthcare environment. Students will demonstrate comprehension and application of previous and concurrent courses.

Objectives:

Upon completion of the course, the student will be able to:

1. Synthesize the action steps of an innovation model
2. Integrate innovation, communication and technology/outcome measurement into a real world project focused on innovation

Course Topics:

- Integration of Topics including
 - Exploring the current state of healthcare
 - Need for innovation leadership.
 - Outcome Measurement

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COLLEGE OF NURSING
MHI XXX
Capstone 3
3-4 Credits

Prerequisite: Successful completion MHI XXX: Capstone 1 and MHI XXX: Capstone 2

Course Description:

The Final Capstone Project will allow students to integrate the concepts learned in the Program's core courses and demonstrate evidence of understanding and application of innovation principles, concepts and strategies for implementation, and evaluation in a singular project that centers on innovation and complexity leadership.

Objectives:

Upon completion of the course, the student will be able to:

- Synthesize the interrelated course competencies from the Masters Program and integrate them into a singular innovation project
- Demonstrate complexity leadership competencies through incorporation and description of specific actions, decisions and behaviors displayed throughout the project planning and implementation.

Course Topics:

- Integration of Topics from all MHI Program courses including:
 - Healthcare Policy
 - Innovation Leadership
 - Health Systems
 - Communication
 - Technology
 - Outcome Measurement
 - Evidence Based Practice an
 - Organizational Operations



Ohio State University College of Public Health

Michael S. Bisesi, PhD, REHS, CIH
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March 14, 2014

Dr. W. Randy Smith, Vice Provost for Academic Affairs
Office of Academic Affairs
203 Bricker Hall
190 N. Oval Mall
Columbus, OH 43210

Dear Dr. Smith:

On behalf of the College of Public Health, I strongly support the proposed *Master in Healthcare Innovation* degree developed by the College of Nursing. The proposed program is responsive to national trends and healthcare reform by producing professionals who are prepared to lead change and innovation in process and technology within healthcare organizations.

The proposed program is unique in that it focuses on complexity science and innovation theory to enable multidisciplinary cohorts to implement innovation immediately in their current roles. The program will also help feed other programs such as doctorates in other healthcare sectors.

The proposed program does not conflict with degree programs currently offered by the College of Public Health. We look forward to collaborating with the College of Nursing on this unique contribution to innovation in our healthcare system.

Sincerely,

Michael S. Bisesi, PhD
Senior Associate Dean for Academic Affairs
Director, Center for Public Health Practice



THE OHIO STATE UNIVERSITY

FISHER COLLEGE OF BUSINESS

May 9, 2014

Dr. Bernadette Mazurek Melnyk
Associate Vice President for Health Promotion
University Chief Wellness Officer
Dean and Professor, College of Nursing
CAMPUS

Dear Dr. Melnyk:

Thank you for sharing your proposal with us and I am sorry for the delay in getting back to you. Given the content, we asked the Chairs of our Department of Management and Human Resources and of our Department of Management Sciences to review this and as a result it took a bit longer.

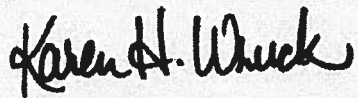
Overall, we are supportive of your proposal and as such, we are willing to offer our concurrence. As you suggest in your cover note and in the proposal, we are excited about idea of developing program that will train future leaders in the very dynamic health-care industry. Moreover, the prospect of doing so in a more interdisciplinary fashion will make this even stronger.

We note that many of the descriptions of courses that will be offered for this program are similar to those offered in the Fisher and require business content and expertise. These would include, "Innovation in High Performing Organizations," "Innovation Leadership: Leading from Within," "Building a Culture of Innovation in Health Systems," and "Best Practices in Organizational Operations." Of course, there will be a health-care focus and/or cases in each of these courses, but the topics are fundamental issues in many of our electives in Management and Human Resources (e.g., Leadership; Innovation) and in Management Sciences (e.g., Operational Excellence).

As the University encourages us all to break out of our silos, this represents an opportunity to engage some of the Fisher faculty in working with your faculty to create (and even team-teach) courses and/or enable some of our courses to count as electives in your programs. Many of our own elective courses are currently at capacity with our own graduate students, but the idea of working with you and your faculty to develop some of these as on-line courses or hybrid offerings would be

intriguing to us. And, of course, we would be happy to collaborate with you in other ways you and your faculty would find productive.

Again thank you for sharing your proposal with us and let this letter serve as a show of our support and concurrence.

A handwritten signature in black ink that reads "Karen H. Wruck". The signature is written in a cursive style with a large, stylized 'K' and 'W'.

Karen Hopper Wruck, PhD
Senior Associate Dean
Dean's Distinguished Professor
Professor of Finance



November 11, 2014

Dr. Celia Wills, Graduate Studies Chair
Dr. Cindy Anderson, Assoc. Dean for Academic Affair & Education Innovation

College of Nursing

Master of Healthcare Innovation

Celia and Cindy,

The Graduate School Curriculum Committee (GSCC) met on November 10th and, among its agenda items, considered the proposal to create a new Masters of Healthcare Innovation. The proposal was straightforward, clear, replete with full concurrences, and compliant with the Graduate School's requirements. The degree is focused on teaching innovation as a leadership tool for individuals seeking administrative roles in the healthcare system. It consists of 34 credit hours composed of a 24 credit hour core curriculum, three capstone projects, and one elective course and will be delivered in an online format. The GSCC approved this proposal. Part of the purpose of the GSCC review is to not only ensure that the degree meets Graduate School requirements, but also to strengthen the proposal for its subsequent approval steps both within the university and for statewide review through the Ohio Board of Regents. In that vein, the GSCC offers the following suggestions:

- The degree is alternatively referred to as a Master of Science or as a tagged Master's degree. It is the latter and references to Master of Science should be removed. Additionally, it is also referred to as Masters of Healthcare Innovation (MOU) and Masters in Healthcare Innovation (proposal). Ohio State uses the nomenclature Masters of Healthcare Innovation.
- The proposal variously refers to this new degree as a multi-disciplinary or an interdisciplinary degree. Since this new degree will be administratively housed within a single College, uses only faculty and courses within that College, the Graduate School would not classify this degree as an interdisciplinary *program (or degree)*, although it recognizes the interdisciplinary nature of its courses.
- The MOU describes the coursework as mostly synchronous ("11 new MHI courses will be developed in a synchronous online format.") yet the proposal describes the courses as mostly asynchronous (Section 2.4).
- Both capstone 1 and the final capstone project focus on innovation and leadership. While it is assumed that the final capstone will be a more fully developed project, the differences between these capstones could be better articulated. Examples of the capstone projects might be helpful.

- Some clarification about the Director is needed. Will the Director be a faculty hire and have Graduate Faculty status? There is reference to a program director of the Graduate Studies Committee. Is this the same individual? Recruitment and admissions are described as a Director duty and described as a duty of the Graduate Studies Committee.
- In addition to College-wide efforts to attract and retain underrepresented minorities, the program should additionally have efforts itself to attract students. This is particularly important for this program since it will recruit beyond those considering nursing as a career opportunity. Some description of reaching this student body would be helpful.

Once the proposal is revised, it must be submitted on curriculum.osu.edu for further review. I will submit the proposal to the Graduate Council for their review followed by Committee on Academic Affairs, University Senate, and the Board of Trustees. Additionally, following approval by the University Senate, we will submit the proposal to the Ohio Board of Regents for the required statewide review process. As always, I am available for any questions or clarifications.

Many thanks,

A handwritten signature in cursive script that reads "Scott Herness".

Scott Herness
Associate Dean
The Graduate School