The College of Nursing is proposing a new Category 3 Certificate in Healthcare Leadership and Innovation to provide a time-limited non-degree program of study in healthcare leadership and innovation for a niche audience of healthcare professionals who are in interprofessional team roles who seek to extend their knowledge and skills.

The proposal was received by the Graduate School on 21 February 2018. It was electronically reviewed by the combined GS/CAA Curriculum subcommittee, chaired by Faculty Fellow Jennifer Schlueter, on 1 May 2018. The approved proposal was forwarded on to the Graduate Council on 11 May 2018. It was approved by the Graduate Council, also via electronic vote, on 5 June 2018.
February 9, 2018

W. Randy Smith, Vice Provost for Academic Affairs
Office of Academic Affairs

Dr. Jennifer Schlueter, Faculty Fellow, Curriculum
Graduate School
University Hall

Dear Dr. Smith and Dr. Schlueter:

The College of Nursing proposes to create a new Category 3 graduate certificate program, entitled, “Certificate in Healthcare Leadership and Innovation (HCLI).”

As described in the attached proposal, this proposed certificate program will draw upon several existing courses offered within the existing fully online Masters of Healthcare Innovation (MHI) professional masters degree program, as well as individually tailored elective coursework. The certificate program will provide a time-limited non-degree program of study in healthcare leadership and innovation for a niche audience of healthcare professionals who are in interprofessional team roles who seek to extend their knowledge and skills in the focal content of the certificate program.

This proposal was approved this week by the College of Nursing Graduate Studies Committee and the College of Nursing faculty and has the support of the College of Nursing administration.

Please let me know of any questions you may have in regard to this proposal.

Sincerely,

Celia E. Wills, PhD, RN, Graduate Studies Chairperson & College Secretary; Associate Professor
394 Newton Hall
wills.120@osu.edu

Copy: Dr. Cindy Anderson, Associate Dean for Academic Affairs and Educational Innovation
Dr. Bernadette Melynk, Dean, College of Nursing
Dr. Margaret Graham, Vice Dean, College of Nursing
January 28, 2018

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:

The College of Nursing enthusiastically supports the attached proposal to create a new Category 3 graduate certificate program, entitled, “Certificate in Healthcare Leadership and Innovation (HCLI).”

The purpose of this proposed certificate program is to provide knowledge and skills in healthcare leadership innovation knowledge, interprofessional teams, and coaching/mentoring for achieving success and leadership and innovation initiatives within a complex healthcare arena. This certificate program will fulfill educational needs of a niche audience that seeks a time-limited, non-degree program of study in healthcare leadership and innovation. Local and national needs assessments of healthcare system needs have informed the content and delivery format for the proposed certificate program.

Sincerely,

Cindy M. Anderson, PhD, RN, CRNP, ANEF, FAHA, FNAP, FAAN  
Associate Professor  
Associate Dean for Academic Affairs and Educational Innovation

Copy: Dr. Bernadette Melynka, Dean, College of Nursing  
Dr. Margaret Graham, Vice Dean, College of Nursing
# MEMORANDUM OF UNDERSTANDING

<table>
<thead>
<tr>
<th><strong>College:</strong></th>
<th>College of Nursing</th>
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<tbody>
<tr>
<td><strong>Department:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Faculty director:</strong></td>
<td>Cindy Anderson, PhD, CRNP, ANEF, FNAP, FAHA, FAAN (Anderson.2765), Associate Dean for Academic Affairs and Educational Innovation</td>
</tr>
<tr>
<td><strong>Primary contact, if different from faculty director:</strong></td>
<td>Cindy Anderson, PhD, CRNP, ANEF, FNAP, FAHA, FAAN (Anderson.2765), Associate Dean for Academic Affairs and Educational Innovation</td>
</tr>
<tr>
<td><strong>Fiscal officer:</strong></td>
<td>Linda Walsh</td>
</tr>
<tr>
<td><strong>Marketing director:</strong></td>
<td>Lainie Bradshaw, MBA (bradshaw.162), Senior Director of Marketing and Communications</td>
</tr>
<tr>
<td><strong>Enrollment contact for state authorization compliance:</strong></td>
<td>Cindy Anderson, PhD, CRNP, ANEF, FNAP, FAHA, FAAN (Anderson.2765), Associate Dean for Academic Affairs and Educational Innovation</td>
</tr>
<tr>
<td><strong>Additional colleges/contacts:</strong></td>
<td>Celia E. Wills, PhD, RN (wills.120) Graduate Studies Chairperson &amp; College Secretary, College of Nursing Awais Ali (ali.61), Director of Information Technology and Business Systems</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Name of program:</strong></th>
<th>Certificate in Healthcare Leadership and Innovation (HCLI) (Category 3 Graduate Academic Certificate)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Approval process (change in delivery or new program):</strong></td>
<td>New certificate program</td>
</tr>
<tr>
<td><strong>Will this program have a different fee structure from what would normally be assessed similar students at the university? If so, then please explain:</strong></td>
<td>No</td>
</tr>
</tbody>
</table>

| **Program objective(s):** | 1. Systematically apply understanding of evidence-based leadership and innovation theories and principles to leading and evaluating change initiatives |

---

**THE OHIO STATE UNIVERSITY**

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**Office of Distance Education and eLearning**
in complex, rapidly changing healthcare environments.
2. Implement coaching and mentoring programs for healthcare team members, including train-the-trainer approaches.
3. Lead interprofessional healthcare teams in a variety of settings within an overall emphasis on implementing innovative solutions to persistent healthcare system problems.

| This program will be successful when (top-ranked, make X money, enroll X students): | At least 15 to 20 students/year are enrolled for the first year of the program.
| | 70% of students, on average, will complete the certificate program on time.
| Asynchronous/synchronous courses: | Asynchronous: 3 courses (HCINNOV 7440, HCINNOV 7441, HCINNOV 7442); additional 3 credits of elective coursework
| Total credit hours: | 12
| Timeline for completion (# of years as full time and # of years as part time): | Part-time: two semesters
| Project goals: | # of courses to be created: 0
| # of courses already in an online format that need ODEE review: | Three (HCINNOV 7440, HCINNOV 7441, HCINNOV 7442). These are existing developed courses that are also offered within the fully online Masters of Healthcare Innovation (MHI) professional masters degree program in the College of Nursing.
| # of anticipated students: | 15 to 20 per year for first year; additional 5 students/year in each subsequent year in Years 2 - 5

Marketing and Communications: Marketing for an online certificate is different from marketing a traditional, OTG program. Having access to marketing resources will allow you to reach large audiences, compete with other online programs, and increase enrollments year-over-year. For this program, does your college plan to do any of the following? Yes/No
| Conduct advertising specific to this online program | Yes |
| Utilize your college communications team for advertising support | Yes |
| Designate marketing responsibilities for this program in an individual’s job description (i.e. program director, program coordinator, college communications coordinator, etc.) | Yes – program coordinator and marketing coordinator |
| Secure an annual marketing budget for online program advertising | Yes – within existing budget |
| Host a webpage for your online program on the college’s website | Yes |
| Utilize your college’s admissions/recruitment team to track and communicate with perspective distance students | Yes |

**State authorization:**

For this program, does your college plan to do any of the following outside of Ohio? Yes/No

| Maintain a physical location, facility or instruction site (may include server or other equipment or administrative offices) | No |
| Recruit students (either occasionally or consistently) | Yes |
| Conduct soliciting, marketing or advertising | Yes |
| Employ full time and/or adjunct faculty (1099/W-2) | No |
| Conduct instructional activities such as clinicals, labs, practicums, internships or externships (where students meet face to face) | No |
| Have contracts or agreements to provide services to students, such as proctored exams | No |
| Have partnerships with educational institutions | No |

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Faculty Lead</th>
<th>OAA Approved for Online Delivery</th>
<th>Developed</th>
<th>Delivered</th>
<th>Updated and maintained</th>
<th>Reviewed (every 3 years)</th>
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</thead>
<tbody>
<tr>
<td>Example: Principles of Basic Science</td>
<td>J. Smith</td>
<td>AU16</td>
<td>SP17</td>
<td>SU17</td>
<td>SU19</td>
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<tr>
<td>HCINNOV 7440: Innovation in</td>
<td>D. Hrabe</td>
<td>Already approved</td>
<td>Already developed</td>
<td>AU18</td>
<td>SP19</td>
<td>SU21</td>
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**Office of Distance Education and eLearning**
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<tr>
<th>High Performing Organizations</th>
<th>T. Radersdorf</th>
<th>Already approved</th>
<th>Already developed</th>
<th>SU18</th>
<th>AU18</th>
<th>SP21</th>
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<tr>
<td>HCINNOV 7441: Innovation Leadership: Leading from Within</td>
<td>D. Weberg</td>
<td>Already approved</td>
<td>Already developed</td>
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<td>SU19</td>
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<td>Colleges entering into this agreement will:</td>
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<td>Secure approval from the following, where applicable:</td>
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<td>• Graduate School</td>
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<td>• Council on Academic Affairs (CAA)</td>
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<td>Contact the university budget office regarding new program and to request a distance education specific fee table. Differential fees must be approved by the Board of Trustees, if applicable.</td>
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<td>Meet the program standards set forth by your accrediting body (if applicable) for alternative delivery models</td>
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<td>Submit courses for online delivery and any course revisions to curriculum.osu.edu (after CAA approval)</td>
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<td>Label students in Student Information System with appropriate subplan. Distance students = subplan ONL</td>
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<td>Provide budget forecasting/market analysis using ODEE funding model (attached)</td>
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<td>• Incur the costs for your program specific advertising</td>
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<td>• Incur additional costs associated with distance education programming (e.g. student advising, increased TA support)</td>
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<td>Collaborate with ODEE on State Authorizations as well as State Licensure approvals, if applicable</td>
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<td>• Notify ODEE of states/countries where they would like to enroll students</td>
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<td>• Communicate to prospective students their ability to enroll and seek federal financial aid based on State Authorizations</td>
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<td>Collaborate with ODEE on the technical solutions for effective course delivery:</td>
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<td>• Online-specific syllabus requirements (ODS statement, COAM statement, etc.)</td>
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<td>• OSU identity/branding guidelines</td>
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<td>• Carmen course template providing students with effective navigation and online course expectations, etc.</td>
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<td>• Provide course content materials for placement into mutually agreed upon formats and technologies for distance delivery</td>
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<td>• Utilize Quality Matters principles in course design</td>
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<td>• Focus on outcome-based learning and incorporate assessment into courses</td>
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<td>Work with faculty on the workload assignment</td>
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<td>Encourage distance education faculty/instructors/students to participate in ODEE's Distance Education Learning and Teaching Academy</td>
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<td>Collaborate with relevant student support services (ODS, UCAT, Writing Center, Libraries, Veterans Affairs, etc.)</td>
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<td>• Incur costs to provide required accessibility accommodations for videos and activities not produced by ODEE</td>
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<td>Collaborate with ODEE to review and update courses every three years.</td>
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<tr>
<td>Provide at least one required student participation activity each week in a course</td>
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</tbody>
</table>
- 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.

Identify student technology support for tools only used by your program

Provide replacement instructor(s) in a timely manner should an instructor separate from the university during the course development process or terminate and postpone course development until a replacement instructor can be identified.

**ODEE entering into this agreement will:**

Administer state authorization program
- Necessary to ensure program meets federal student financial aid guidelines
- Communicate with the colleges the status of approved state authorizations

Collaborate with the college on the technical solutions for effective course delivery:
- 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
- Utilize Quality Matters principles in course design
- Focus on outcome-based learning and incorporate assessment into courses

Provide instructional designer production time

Provide distance education professional development opportunities for faculty/instructors/students through ODEE’s Distance Education Learning and Teaching Academy

Collaborate with the college to review and update courses every three years

Collaborate with course instructors to provide at least one required student participation activity each week in a course
- 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.

Provide distance education faculty and students access to:
- An OCIO managed 24/7 Tier 1 help desk for ODEE/OCIO provided tools/services

Conduct advertising and marketing for Ohio State Online, as well as provide certificate-level support that includes:
- Developing a :30 second certificate promotional video, as well as a :30...
second radio spot for use in your own certificate-level promotional efforts
- Consulting with designated marketing director on strategies for online certificate specific advertising
- Creating a certificate webpage hosted on Ohio State Online website
  *Marketing will only be conducted in states/countries in which the certificate has been authorized

Collaborate with program directors to revise the course development process should an instructor separate from the university during that time. Options include continue work on course through the end of the 14 week development process with a replacement instructor or terminate and postpone course development until a replacement instructor can be identified.

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

<table>
<thead>
<tr>
<th>MOU created by:</th>
<th>Celia E. Wills, Graduate Studies Chairperson &amp; College Secretary, College of Nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOU approved by:</td>
<td>Mike Hofherr, Vice President and Chief Information Officer:</td>
</tr>
<tr>
<td></td>
<td>Date:</td>
</tr>
<tr>
<td></td>
<td>2/15/2018</td>
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<td></td>
<td>Dean, College:</td>
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<td></td>
<td>Date:</td>
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<td></td>
<td>2/20/2018</td>
</tr>
</tbody>
</table>
PROGRAM REVENUE PROJECTION

Approved by: [Signature]
College Fiscal Officer: [Signature]  Date: 2/20/18

THE OHIO STATE UNIVERSITY
**College:** Nursing  
**Program Name:** Certificate in Healthcare Leadership and Innovation (HCLI) [Category 3 academic certificate]

| Number of Courses | 4 |
| Total Credit Hours | 12 |
| Rank | Graduate |
| Residency (in/Out State Split) | 100% eligible |

<table>
<thead>
<tr>
<th>Rank</th>
<th>1st year</th>
<th>2nd year</th>
<th>3rd year</th>
<th>4th year</th>
<th>5th year</th>
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<tbody>
<tr>
<td><strong>Graduate</strong></td>
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<tr>
<td># of Courses</td>
<td>4 Course</td>
<td>4 Course</td>
<td>4 Course</td>
<td>4 Course</td>
<td>4 Course</td>
</tr>
<tr>
<td># of Students</td>
<td>20 Students</td>
<td>25 Students</td>
<td>30 Students</td>
<td>35 Students</td>
<td>40 Students</td>
</tr>
<tr>
<td># of Credit Hours</td>
<td>12 Cr Hours</td>
<td>12 Cr Hours</td>
<td>12 Cr Hours</td>
<td>12 Cr Hours</td>
<td>12 Cr Hours</td>
</tr>
<tr>
<td><strong>Total Credit Hours of Instruction</strong></td>
<td>240.0 hours</td>
<td>300.0 hours</td>
<td>360.0 hours</td>
<td>420.0 hours</td>
<td>480.0 hours</td>
</tr>
</tbody>
</table>

**Instructional Fee**
- Fees - Effective Rates: $901.35, $901.35, $901.35, $901.35
- State Subsidy: $502.70, $502.70, $502.70, $502.70
- Projected Fees: $168,480, $379,090, $463,340, $547,580
- Projected Subsidy: $60,320, $165,890, $196,050

**Projected Revenue Generated**
- $0, $168,480, $297,450, $351,530

**Marginal Revenue**
- $0, $168,480, $210,610, $248,250, $284,240

**Support Units Tax rate**
- 24%

**Support Units Tax**
- 0, $40,440, $90,990, $111,210, $131,430

**Cumulative Support Units Tax**
- 0, $40,440, $90,990, $111,210, $131,430

**Net Margin**
- 0, $128,040, $160,640, $188,030, $214,020

**Colleges Share %**
- 70%, 70%, 80%, 80%, 80%

**Colleges Share - Annual PBA**
- 0, $89,630, $128,050, $151,220, $174,420

**Colleges Share (Cumulative Cash Generated)**
- 0, $89,630, $217,680, $268,900, $320,120

**ODEE Share %**
- 30%, 30%, 20%, 20%, 20%

**ODEE Share Annual PBA**
- 0, $38,410, $70,420, $83,220, $96,020

**ODEE Share (Cumulative Cash Generated)**
- 0, $38,410, $70,420, $83,220, $96,020

**Current Budget Model:**
- SSA 1 - Student Service Assessment 1 - UG - $110.45
- SSA 2 - Student Service Assessment 2 - Grad - $468.24
- SSA 3 - Student Service Assessment 3 - $4.18
- Total Current Assessments: $0, $56,190, $126,420, $154,520, $182,610

**College Assessment savings under new model**
- $0, $18,280, $57,130, $72,680, $88,220

**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 FY17 rates:**
- **Fees**
  - Undergraduate: $374.92
  - Graduate: $901.35
- **Subsidy**
  - Undergraduate: $207.46
  - Graduate: $502.70
The Ohio State University College of Nursing (OSU CON)

Proposal for a Certificate in Healthcare Leadership and Innovation (HCLI)

(Graduate Credit Category 3 Academic Certificate)

Purpose

The purpose of this proposed certificate program in Healthcare Leadership and Innovation (HCLI) is to provide a broad foundation of knowledge and skills in leadership and innovation knowledge, interprofessional teams, and coaching/mentoring for achieving success in leadership and innovation initiatives within the rapidly changing, highly complex environments of contemporary healthcare. The HCLI certificate program is designed to be able to be completed within a two-semester sequence of coursework. The primary niche audience for this proposed HCLI certificate program includes those who have an interest in learning about healthcare leadership and innovation within a time-limited non-degree program of study, who may or may not be subsequently interested in completing a full degree program. Three of the required four courses for the proposed HCLI certificate program are included within the existing College of Nursing Masters of Healthcare Innovation (MHI) professional masters degree program. Thus, the HCLI certificate program will provide significant exposure to coursework included in the MHI degree program on a standalone certificate basis, and could also support those who wish to go on to completing the MHI degree program.

Certificate Program Outcomes

The Healthcare Leadership and Innovation (HCLI) certificate program will help to prepare students to:

1. Systematically apply understanding of evidence-based leadership and innovation theories and principles to leading and evaluating change initiatives in complex, rapidly changing healthcare environments.
2. Implement coaching and mentoring programs for healthcare team members, including train-the-trainer approaches.
3. Lead interprofessional healthcare teams in a variety of settings within an overall emphasis on implementing innovative solutions to persistent healthcare system problems.

Background

As public demand for improved healthcare system quality is increasing, there is an associated priority to develop leaders who have the knowledge and ability to achieve meaningful change in healthcare practice to achieve improved outcomes. For example, the seminal Institute of Medicine (IOM) report, The Future of Nursing: Leading
Change, Advancing Health (2010), highlighted the need for the discipline and profession of nursing to understand and develop their leadership potential to be a more impactful contributor to the interprofessional needs within healthcare, by, “...expand [ing] opportunities to lead and manage collaborative efforts with physicians and other members of the healthcare team to conduct research and to redesign and improve practice environments and health systems.” There are substantial ongoing problems in the U.S. healthcare system that include unacceptably high rates of preventable medical errors, fragmented communication, and suboptimal healthcare delivery practices. These problems occur within a complex, rapidly changing healthcare environment in which approaches to remedy problems are often only initially implemented but not sustained at a level needed to achieve improved outcomes. The persistence of these critical problems is relatable in significant part to limited or otherwise suboptimal training in interprofessional leadership and innovation that is more likely than standard, traditional leadership approaches to achieve sustainable solutions to persistent healthcare quality problems.

A growing body of research evidence supports a need for improved innovation leadership training, including coaching/mentoring within interprofessional teams, in context of evidence that this training can produce improved outcomes; e.g., lower patient mortality, higher patient satisfaction, and reduced harms to patients in areas such as preventable medication errors, reducing hospital-acquired infections, and reducing unnecessary use of physical restraints. Recent literature on needs and opportunities for leadership innovation underscores key areas of needed education. For example, a recent literature review reported in Health Services Management Research (2017) highlighted the importance for improved leadership development programs. Multilevel interactions at the team, organizational, and systems level were identified as opportunity targets for leadership innovation efforts. Sonnino (2016), in a recent article addressing leadership needs, stated the following, “Early career leadership training helps to develop a pipeline of leaders for the future, setting the foundation for further development of those who may choose to pursue significant leadership opportunities later in their career.” More education and training programs are needed to make comprehensive leadership development widely accessible to a greater number of potential health care leaders.

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1 Institute of Medicine ([IOM], 2010). The future of nursing: leading change, advancing health. Available at: http://books.nap.edu/openbook.php?record_id=12956&page=R1


The OSU College of Nursing is recognized within and outside of OSU for its prominent role in providing programs reflecting contemporary, cutting-edge training in leadership and innovation in healthcare. For example, the newly launched interdisciplinary Masters of Healthcare Innovation (MHI) program that began in January 2017 is an example of this type of programming for students from a range of disciplines who seek interprofessional leadership, innovation, and coaching/mentoring training within a formal multi-year professional master's degree program. At the same time, there has been an ongoing awareness of other prospective niche audiences that might seek a more focused, time-delimited exposure to these conceptual areas of training. The flexibility of a certificate program as compared to a formal degree program is potentially attractive to some prospective students on its own merits, and it could inspire some certificate students to later apply to a graduate degree program.

Needs Assessment for Certificate Program

Local Needs Assessment

The program development proposal for the newly-initiated MHI degree program includes a prior needs assessment done as the basis for the MHI degree program, and is relevant in informing the needs for this proposed HCLI certificate program. As additional steps in the needs assessment process for the HCLI certificate proposal, the course offerings catalog and websites of other OSU colleges were searched for similar content pertaining to healthcare leadership and innovation, to reconfirm the absence of highly similar program offerings on campus that could have occurred following the approval of the MHI program in 2016. In addition, selected personal contacts occurred with the academic administration of the Graduate School and other OSU colleges that are known to offer some content in selected areas of leadership, healthcare, and/or innovation topics. The publicly-posted program proposal information in the Ohio Department of Higher Education (ODHE) website (https://www.ohiohighered.org/program-approval/public) was also reviewed for other potentially similar certificate or degree program offerings in current development since the 2016 approval of the MHI program.

National Needs Assessment

In late 2016, a formal needs assessment was conducted with diverse healthcare leaders from across the country, who shared their vision of the leadership development needs for their staff and interprofessional teams. Interview participants included a variety of healthcare leaders. Ten chief nursing officers, 15 nurse managers, and other types of healthcare leaders contributed vital feedback and insights about important needs. Twenty-five organizations across the country were included in the needs assessment interview process, ranging from large healthcare networks, Veterans Administration (VA) systems, to smaller, independent hospitals.

Healthcare leaders were strongly supportive of the value-added leadership competencies addressed within this HCLI certificate, also providing valuable insights regarding how their employees could best access needed training. Respondents agreed that their employees need to be able to: (a) access experts for innovative solutions to
challenging problems, (b) spread the content delivery of an otherwise time-limited educational experience over multiple months, to support the knowledge and content being actively applied on the job, and, (c) to gain the value-added benefit of tailored coaching/mentoring as a mechanism to reinforce and sustain new training. This proposed Certificate in Healthcare Leadership and Innovation (HCLI) program is designed specifically to address these areas of needed training within a time-limited, fully online program delivery format will enable working professionals to feasibly obtain and actively apply the needed academic program content within their current roles in healthcare. It will otherwise build upon and extend the early success of the College of Nursing Leadership Academy for Peak Performance (LAPP) initiative that has focused on continuing non-credit education in leadership development for healthcare leaders, drawing upon selected academic course content now included within the MHI degree program.

**Comparison to Other OSU and State of Ohio Programs**

Leadership and innovation concepts are represented in multiple other academic areas at OSU. Based on the local and national needs assessments described above, there do not appear to be other fully online graduate level certificate programs that focus specifically on innovation and leadership within the interprofessional healthcare context. As such, this proposed certificate program does not appear to significantly overlap or duplicate similar existing types of leadership offerings on campus or in the state, such as those offered by the College of Public Health, Fisher College of Business, College of Social Work, or the John Glenn College of Public Affairs. Please see OSU concurrence letters that are attached with this proposal.

For example, the College of Public Health division of Health Services Management and Policy also offers programming in leadership and policy, but focuses primarily on health services management and policy instead of innovation leadership in interprofessional and coaching/mentoring contexts. The Fisher College of Business has a Center for Innovation and Entrepreneurship, including an Academy for Excellence in Healthcare collaboration with Cardinal Health. The College of Social Work offers a certificate in leadership in human service management. The John Glen College of Public Affairs provides programming in leadership and public policy areas. Each of these programs serves a unique niche, such as the public sector, or a social work environment, but not the combination of leadership innovation in interprofessional healthcare.

**Description of the Proposed Curriculum**

Three of the four courses (9 of 12 total credits) proposed to be offered in the HCLI certificate program will be drawn from the existing MHI program to meet certificate focal education needs, as well as for their conceptual consistency with the MHI program. The remaining 3 credits will be allocated for elective coursework. This elective coursework may be obtained via other courses offered in the MHI program or elsewhere. Students will be guided by their assigned advisors on the selection of appropriate elective coursework to complement their required coursework. No new courses will be
developed specifically for the proposed fully online HCLI certificate program, and the MHI program courses are currently offered in a fully online format. The program of study includes the following required HCINNOV (Healthcare Innovation) courses (course syllabi are attached on pp. 8-10):

1. **HCINNOV 7440 – Innovation in High Performing Organizations** (3 credit hours)
   
   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. **HCINNOV 7441 – Innovation Leadership: Leading from Within** (3 credit hours)
   
   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.

   *Note: The leadership exploration in HCINNOV 7441 includes a focus on coaching and mentoring.*

3. **HCINNOV 7442 – Building a Culture of Innovation in Health Systems** (3 credit hours)
   
   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. **Elective coursework**

   Students will take 3 credits of elective coursework at the graduate level. The elective coursework will be pre-approved by the student’s advisor. There are numerous options for electives within and outside of the MHI program and within and outside of OSU. Often students would opt to take elective coursework in a specific conceptual area in which they wish to gain additional expertise above and beyond the three required courses.
Entrance, performance and exit standards for the certificate program are consistent with Graduate School and College of Nursing standards for admission and academic progression. Admission to the program requires a minimum of a baccalaureate degree. Preferred is at least one year of relevant leadership/management experience to be assessed by a written goals statement evaluated by a HCLI admissions committee. Students must earn a minimum of a B minus (B-) in each required course and maintain an overall graduate GPA of at least 3.0 in the program.

Administrative arrangement for the proposed program.

The Certificate in Healthcare Leadership and Innovation (HCLI) will be fiscally and programmatically supported by the College of Nursing (CON). The CON will manage recruitment, admissions, course offerings, and program evaluation. The certificate program itself is required to be overseen by the Graduate Studies Committee, which is also responsible for overseeing the admissions process and the advisor assignment process per Graduate School policy. Administrative and resources oversight, including assigning teaching responsibilities, is the responsibility of the Associate Dean for Academic Affairs and Educational Innovation. Additional administrative responsibilities of the Associate Dean and lead certificate program faculty will include the following:

- Promoting the program within the nursing education and practice community to engage partners
- Recruiting students
- Assisting faculty in the delivery of program content to help students meet learning objectives

Multiple current CON faculty have the expertise to contribute to the certificate program:

- **Tim Radersdorf, M.S.N.,** is Chief Innovation Officer for The Ohio State University College of Nursing. He teaches in the Masters of Healthcare Innovation (MHI) program in the College of Nursing.
- **Michael Ackerman, D.N.S., R.N.,** is the Director of the MHI program. He brings a wide array of teaching, administrative, consulting, and leadership experiences to this certificate program.
- **T. Scott Graham, Ph.D.,** is Director of the College of Nursing Leadership Academy for Peak Performance (LAPP) Institute and teaches graduate level courses in leadership across the health science colleges at OSU. He is a retired U.S. Air Force Lieutenant Colonel and has been a coach, consultant, educator, trainer, assessor, leadership program director, leader, and speaker for over 30 years.
- **Dave Hrabe, Ph.D., R.N.,** is Associate Professor of Clinical Nursing and College of Nursing Executive Director, Academic Innovations and Partnerships. He has extensive experience as a nurse, consultant, and educator. He teaches leadership content in the masters level College of Nursing graduate programs.
Kathy Malloch, Ph.D., MBA, R.N., F.A.A.N., is a Clinical Professor of Practice and is a recognized expert in leadership and the development of effective evidence-based processes and systems for patient care. Her expertise includes content areas such as accountability, innovation, and evidence-based practices in healthcare.

Minimal additional fiscal and faculty resources are needed to support this certificate program. Students in the HCLI certificate program can be absorbed into existing course offerings. The College of Nursing administration will expand numbers of sections for courses as needed to accommodate the growth of the certificate program in step with the growth in revenue generated by the certificate program. Admissions processes, advising and administration of the certificate program will be absorbed into the existing structure of the college where it will be administratively housed and managed with the support of the College of Nursing Office of Student Affairs.

Prospective enrollment

Currently on LinkedIn (https://www.linkedin.com/jobs/nursing-manager-jobs-ohio; accessed July 17, 2017), there are over 3,500 nurse manager job openings in the state of Ohio. In 2015, there were 65,589 Ohio nurses who held a bachelors degree or higher, many of whom hold, or will hold, leadership positions. Based on the needs assessments at the local and national level (pp. 3 - 4) that have informed the development of this certificate proposal, it is projected there will be 15 to 20 students enrolled in the first two years, respectively, with increasing enrollments by approximately 5 students/year thereafter.

Special efforts to enroll and retain underrepresented groups in the discipline.

Enrollment efforts will target underrepresented groups in nursing by advertising the program at local and national conferences attended by a diverse population of nurses and other healthcare professionals across the country. The HCLI certificate 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 programs. The Coordinator partners with the Office of Diversity and Inclusion, as well as non-profits, administration, faculty, students, and the College marketing team to create a comprehensive plan for recruitment and retention of underrepresented groups. The diversity plan includes incorporating diversity in marketing materials, conducting diversity climate assessments, and monitoring retention of underrepresented students.
THE OHIO STATE UNIVERSITY
GRADUATE SCHOOL
COLLEGE OF NURSING
HCINNOV 7440
Innovation in High Performing Organizations
3 Credit Hours

Prerequisites
Enrollment in the MHI program, or permission of instructor.

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
Innovation Leadership: Leading from Within
3 Credits

Prerequisite:
Enrollment in the MHI program, or permission of instructor.

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
Prerequisite:
Enrollment in the MHI program, or permission of instructor.

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
TO: Cindy Anderson, PhD  
Associate Dean for Academic Affairs and Educational Innovation  
College of Nursing

FROM: Michael S. Bisesi, PhD  
Senior Associate Dean for Academic Affairs  
College of Public Health

DATE: January 23, 2018

RE: Concurrence – Proposed Graduate Academic Certificate  
Healthcare Leadership and Innovation  
Ohio State College of Nursing

The College of Public Health supports the proposal prepared and submitted by the College of Nursing for a new graduate credit category 3 academic certificate program in Healthcare Leadership and Innovation (HCLI). The College of Public Health offers two degree programs that focus on management and leadership. However, the proposed graduate certificate program described by the College of Nursing does not conflict with our College’s Master of Health Administration or the Master of Public Health area of concentration in Population Health Management and Leadership. Furthermore, it is clear from your proposal that three of four courses for the curriculum for the 12-credit graduate certificate program are already established and represent a subset of courses from the existing College of Nursing Master in Healthcare Innovation degree program.

Based on the purpose described and competencies listed for the proposed certificate it will meet a need and will be applicable to any existing student or working professional interested in education focused on healthcare services and settings. Indeed, the courses for the proposed graduate certificate degree program will serve as possible electives for other programs, including the two master-level degrees mentioned above from the College of Public Health. Also, in turn, select courses from these two master degree programs may have courses that are appropriate as an elective for the proposed graduate certificate depending on students' interests.

Thank you for providing the opportunity to review the proposed plan for implementing this new graduate certificate program. I hope the university-level review and approval process goes well.
Celia,
Please see the indicate of support from Professor Bendoly from the Fisher College of Business.

***

Cindy Anderson, PhD, RN, CRNP, FNAP, FAHA, FAAN
Associate Professor
Associate Dean for Academic Affairs and Educational Innovation
The Ohio State University College of Nursing
346 Newton Hall
1585 Neil Avenue
Columbus, Ohio 43210
Phone: 614-292-4179; Fax 614-292-4948
Email: Anderson.2765@osu.edu

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From: Bendoly, Elliot
Sent: Wednesday, January 24, 2018 1:05 PM
To: Anderson, Cindy M. <anderson.2765@osu.edu>
Subject: RE: Request

Hi Cindy – We are in support!!
Best,
Elliot

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Professor Elliot Bendoly, PhD
Associate Dean of Undergraduate Students and Programs
& Fisher College of Business Distinguished Professor
Management Sciences, The Ohio State University
www.bsbalinks.com  www.ma-vis.com

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From: Anderson, Cindy M.
Sent: Tuesday, January 23, 2018 11:00 AM
To: Bendoly, Elliot <bendoly.2@osu.edu>
Subject: RE: Request
From: Bendoly, Elliot
Sent: Tuesday, January 23, 2018 10:01 AM
To: Anderson, Cindy M. <anderson.2765@osu.edu>
Subject: Re: Request

Sounds great….many thanks! Cindy

Thanks Cindy - Let me bring some folks into the loop on this and get back ASAP

Best,
Elliot

Sent from my iPhone

On Jan 22, 2018, at 8:22 PM, Anderson, Cindy M. <anderson.2765@osu.edu> wrote:

Elliot,
The College of Nursing is proposing a graduate credit category 3 academic certificate program in Healthcare Leadership and Innovation (HCLI). The HCLI was developed to provide a broad foundation of knowledge and skills in leadership and innovation knowledge, interprofessional teams, and coaching/mentoring for achieving success in leadership and innovation initiatives within the rapidly changing, highly complex environments of contemporary healthcare. The HCLI certificate program will prepare students to:

1. Systematically apply understanding of evidence-based leadership and innovation theories and principles to leading and evaluating change initiatives in complex, rapidly-changing healthcare environments.
2. Implement coaching and mentoring programs for healthcare team members, including train-the-trainer approaches.
3. Lead interprofessional healthcare teams in a variety of settings with an overall emphasis on implementing innovative solutions to persistent healthcare system problems.

The curriculum for this distance delivered certificate program includes 12 graduate credit hours within 4 courses, 3 of which are existing graduate level courses in the College of Nursing. The 4th course is an elective in leadership that can be chosen from pre-approved leadership or other healthcare systems courses from courses in the College of Nursing or other departments on campus. No new courses are required. The Healthcare Innovation (HCINNOV) courses are currently offered for the College of Nursing Masters in Healthcare Innovation program. The program of study includes the following courses:

1. HCINNOV 7440 – Innovation in High Performing Organizations (3 credit hours)
   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. HCINNOV 7441 – Innovation Leadership: Leading from Within (3 credit hours)
   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.
3. HCINNOV 7442 – Building a Culture of Innovation in Health Systems (3 credit hours)
   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.

I am requesting your support with this proposal for the HCLI graduate credit category 3 academic certificate program. If you could provide documentation of your concurrence, it would be greatly appreciated.

Thanks and let me know if you'd like to discuss further or have any questions,
Cindy

Cindy Anderson, PhD, RN, CRNP, FNAP, FAHA, FAAN
Associate Professor
Associate Dean for Academic Affairs and Educational Innovation
The Ohio State University College of Nursing
346 Newton Hall
1585 Neil Avenue
Columbus, Ohio 43210
Phone: 614-292-4179; Fax 614-292-4948
Email: Anderson.2765@osu.edu
<image001.png>
See Glenn College concurrence below.

Thanks,

Cindy Anderson, PhD, RN, CRNP, FNAP, FAHA, FAAN  
Associate Professor  
Associate Dean for Academic Affairs and Educational Innovation  
The Ohio State University College of Nursing  
346 Newton Hall  
1585 Neil Avenue  
Columbus, Ohio 43210  
Phone: 614-292-4179; Fax 614-292-4948  
Email: Anderson.2765@osu.edu

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Hi Cindy,

The Glenn College is happy to offer our concurrence for the Healthcare Leadership and Innovation certificate. This looks like a useful addition to your offerings, and it has a solid curriculum.

If you are looking for additional classes to list as approved electives, I would like to suggest our Public Affairs 6060: Managing Human Resources in Public Organizations, which addresses leadership in public sector organizations more broadly. We currently have a hybrid offering of the class and have committed to having a fully online version of it by Spring 2020.

Rob
From: Anderson, Cindy M.
Sent: Saturday, January 27, 2018 9:57 AM
To: Hallihan, Kathleen <hallihan.3@osu.edu>; Greenbaum, Robert <greenbaum.3@osu.edu>
Subject: Concurrence request

Rob and Kathleen,

The College of Nursing is proposing a graduate credit category 3 academic certificate program in *Healthcare Leadership and Innovation (HCLI)*. The HCLI was developed to provide a broad foundation of knowledge and skills in leadership and innovation knowledge, interprofessional teams, and coaching/mentoring for achieving success in leadership and innovation initiatives within the rapidly changing, highly complex environments of contemporary healthcare. The HCLI certificate program will prepare students to:

1. Systematically apply understanding of evidence-based leadership and innovation theories and principles to leading and evaluating change initiatives in complex, rapidly-changing healthcare environments.
2. Implement coaching and mentoring programs for healthcare team members, including train-the-trainer approaches.
3. Lead interprofessional healthcare teams in a variety of settings with an overall emphasis on implementing innovative solutions to persistent healthcare system problems.

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2. HCINNOV 7441 – Innovation Leadership: Leading from Within (3 credit hours)
   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.

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   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.

I am requesting your support with this proposal for the HCLI graduate credit category 3 academic certificate
program. If you could provide documentation of your concurrence, it would be greatly appreciated.

Thanks and let me know if you’d like to discuss further or have any questions,
Cindy

Cindy Anderson, PhD, CNP, ANEF, FAHA, FNAP, FAAN
Associate Professor
Associate Dean for Academic Affairs and Educational Innovation
College of Nursing
The Ohio State University
Email: Anderson.2765@osu.edu
April 11, 2018

Dear Cindy,

The College of Food, Agricultural, and Environmental Sciences has reviewed the College of Nursing’s proposal for a graduate category 3 academic certificate program in Healthcare Leadership and Innovation. We appreciate the opportunity to review this proposal and offer concurrence for this newly proposed certificate program.

Sincerely,

Pasha A Lyvers Peffer, Ph.D.
Acting Assistant Dean, Academic Affairs and College Secretary