

**From:** [Smith, Randy](#)  
**To:** [Hunter, Randee](#)  
**Cc:** [Andridge, Rebecca](#); [Reed, Katie](#); [Smith, Randy](#); [Griffiths, Rob](#); [Miriti, Maria](#); [Duffy, Lisa](#); [Darragh, Amy](#); [Nahikian-Nelms, Marcia](#); [Clinchot, Dan](#); [Bradford, Carol](#); [Bricker, Adrienne](#)  
**Subject:** Proposal to add distance delivery to the Master of Health and Rehabilitation Sciences  
**Date:** Wednesday, April 19, 2023 5:09:36 PM  
**Attachments:** [image001.png](#)

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Randee:

The proposal from the School of Health and Rehabilitation Sciences to add distance delivery to the Master of Health and Rehabilitation Sciences was approved by the Council on Academic Affairs at its meeting on April 19, 2023. Thank you for attending the meeting to respond to questions/comments.

No additional level of internal approval is necessary. This action will be included in the Council's next Annual Activities Report to the University Senate (July 2023).

The Office of the University Registrar will work you with any implementation issues.

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 the Chair of the Council, Professor Rebecca Andridge (.1) or me.

I wish you success with this important program development.

Randy



**W. Randy Smith, Ph.D.**

Vice Provost for Academic Programs

Office of Academic Affairs

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**From:** [Carpenter, TJ](#)  
**To:** [Reed, Katie](#)  
**Cc:** [Miriti, Maria](#); [Nahikian-Nelms, Marcia](#); [McCabe, Ashley](#); [Hunter, Randee](#)  
**Subject:** Online HRS Proposal  
**Date:** Tuesday, March 7, 2023 4:08:54 PM  
**Attachments:** [MS Health and Rehabilitation Sciences Combined Proposal 3-7-23.pdf](#)  
[image001.png](#)

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Katie,

Please find a proposal to add distance delivery to the Master of Health and Rehabilitation Sciences in the School of Health and Rehabilitation Sciences in the College of Medicine.

The School of Health and Rehabilitation in the College of Medicine is proposing to add a distance delivery option to the Master of Science in Health and Rehabilitation Sciences. The distance delivery is being proposed to reach a new audience of healthcare professionals who is looking to advance their knowledge and career, while maintaining their targeted prospective student audience. The option of the online addition will also allow additional flexibility for current students in the program. Students will work with their advisor and select the mode of delivery based on different factors including their learning method and preference. The proposed changes will convert the current four tracks into two new tracks, a Research focus track that will complete the thesis option and an Advanced Practice focus track that will complete the non-thesis option. The proposed changes and restructuring of the tracks will result in no overall change to the number of credit hours in the program and will remain at 30 credits with a thesis and non-thesis option. The students will be guided by the faculty by the same practice and mechanism as what has been in place as the program feels that the is strong and can be sustained with program changes. As part of these proposed changes there will be no impact on the outcomes and expectations of the program.

This proposal has been reviewed and approved by the combined GS/CAA subcommittee and Graduate Council. The contacts for the proposal are cc'd on this email.

Please let me know if you need additional information to add this proposal to the agenda of the upcoming CAA meeting.



**Dr. Maria N. Miriti**

**Professor, Dept. of Evolution, Ecology, and Organismal Biology**

Interim Associate Dean of Academic Affairs, Graduate School

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Pronouns: He/Him/His

TO: Randy Smith, Vice Provost for Academic Programs

FROM: Graduate School Curriculum Services

DATE: March 7, 2023

RE: Proposal to add distance delivery to the Master of Health and Rehabilitation Sciences in the School of Health and Rehabilitation Sciences in the College of Medicine

The School of Health and Rehabilitation Sciences in the College of Medicine is proposing to add distance delivery to the Master of Health and Rehabilitation Sciences

The proposal was received by the Graduate School on October 21, 2022. The combined GS/CAA subcommittee first reviewed the proposal on November 10, 2023, and requested revisions. Revisions were received on February 20, 2023. GS/CAA conducted a second review of the proposal and recommended it for approval by the Graduate Council on February 27, 2023. The proposal was approved by the Graduate Council on March 7, 2023.



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2/14/23

Graduate Subcommittee  
OSU Graduate School

Thank you for your thoughtful review for the program proposal from the School of Health and Rehabilitation Sciences. We have included here our response to each item in your review comments and made the appropriate edits to the proposal.

- Please consider the removal of the minutes from the proposal. The committee did not feel they were necessary to include as part of the proposal.
  - *This has been removed. Appendices have been updated.*
- Please state the percent change and how the percent changed was determined.
  - *Using the "Calculating percent change is defined in the [OAA handbook](#) on pages 39-40", we have determined that 6 required credit hour (of a total 30 credit hours) courses which is 20% change of delivery and one course, HTHRHSC 6795 from 1 credit hour to 3 credit hours. This has been clarified in "Action Items Requested in Proposal" section.*
- As part of the guidelines, we use with programs we suggest that it is stated how much of the program can be completed online
  - *All required courses will be available online. Dependent on the student choice for electives, 100% of the degree can be completed online. Greater than 75% of the electives are offered online. This has been added to the section "Comparison of tracks and mode of delivery details."*
- This is stated on PDF p.5 for the online option, however for the in-person option it would be suggested **that is it included that this would be a less than 50% online model if students can opt to take online versions of the courses**. It is hinted at in the rationale above this section but adding it in these numerated bullets will make it clear. The following sentences were added:
  - *For the On-ground (or distance-enhanced with less than 50% total online course work options) Research Focus and completion of master's thesis*
  - *On-ground (or distance-enhanced with less than 50% total online course work options) Advanced Practice Focus and completion of Plan B (non-thesis) project*
- On PDF p.8 there is mention of stacking. We recommend adjusting this particular language as it could be confused with stackable certificates. Stackable certificates do not exist at OSU at this time.
  - *This terminology has been removed and the recommended text below was added:*

“The minimum number of credit hours for completion of the MS program is designed to be 30 hours; however, students may work with their advisor to apply for graduate certificates offered in HRS as instructed by [the Graduate School handbook](#) should students (in either focus area and any track option) wish to pursue it. Please note that students pursuing additional graduate certificates are limited to 50% overlap in open electives.”

- The proposal states that no new courses are being added to the proposal, but also states that there are number of core courses that will be developed in collaboration with OTDI. Are there any courses being **revised for delivery** or are they new? Please clarify this aspect and ensure that short syllabi are provided for courses that are being revised or are new.
  - *The following sentence was updated in the “Comparison of tracks and mode of delivery details:”*  
 “Existing online courses in HRS are a mixture of synchronous and asynchronous. No new coursework is associated with this proposal, however, there are a number of core courses that will be included in the OTDI MOU (see **Appendix C**) which will be undergo a change in delivery process to fulfill the needs of this proposal.”
  - *Required current courses HTHRHSC 7880 and core courses HTHRHSC 5000, 7300, 7250, 7350 will be revised for delivery and HTHRHSC 6795 will be revised to move from 1 credit hour to 3 credit hours. This course is already offered online. The current syllabi do not reflect best practices for online teaching but will be developed in the OTDI MOU for change in delivery but no change in content.*
- How will HRS manage enrollments with current student populations and new identified populations?
  - The main concern that was identified by the committee was in relation to staffing and faculty coverage **if students change from in-person delivery to distance delivery at the last minute**. *All of the following clarifications were added to the “Advising sheets” section and summarized here.*
    - How much notice does HRS anticipate they will need to ensure that students are going to be in person or online?
      - *Both in-person and online sections will be offered at the same time so moving from in-person to online section should be able to be accommodated. Enrollments will be monitored for adequacy of seats in each section and that a student is not >50 of courses online.*
    - As a note, online and in-person students are assessed different fees and the subplan will trigger fee application. Please ensure that the fee structure is clear to students when enrolling.
      - *This statement and links to registrar’s information for student tuition and fee tables: <https://registrar.osu.edu/FeeTables/MainFeeTables.asp> (which includes notation that all distance programs have a \$100 distance learning program fee) will be provided on all information for the MS degree.*
  - As part of the advising for this degree how will advisors ensure that the student is not taking more than 50% of courses in-person or in-person hyflex student? The same question for fully online or online hyflex student?
    - *All MS students will develop an advising plan in HTHRHSC 6795, Intro to Graduate Studies. Subsequently the academic graduate advisor and the faculty advisor will monitor the student semester plan so that an in-person/on ground student does not elect to take >50% of courses online.*
    - *General advising sheets to be customized per student are available in Appendix D.*
- The committee noted that the estimates for the number of students was helpful but had questions about how HRS will work with students who may elect to change from the fully in-person, in-person hyflex model, to the online hyflex, or the fully online model. It was recommended that HRS provide some sample advising plans.

- *All MS students will develop an advising plan in HTHRHSC 6795, Intro to Graduate Studies. If the student requests a change in the delivery mode, the graduate advisor will assist in completing that request. We do not anticipate that there will be a difficulty in providing adequate course offerings if the student wishes to change that delivery mode.*
- *General advising sheets to be customized per student are available in Appendix D.*
- Please clarify how many students HRS expects to experience the various delivery models and which path (thesis/non-thesis) students HRS is expecting. *The following clarifications were added to the “Enrollment Plan and Prospective Enrollment” section:*
  - *As stated on page 7 of the proposal, the marketing analysis indicates that we should anticipate approximately 10 students from the OSU Wexner Medical Center as a target for the distance delivery for the working health care professional. This population will likely choose the Plan B graduate project as its design is an applied project from the students’ work environment. Using the information from the EAB marketing analysis, an additional 30-35 students can be anticipated for recruitment. Again, we suspect that the online student will choose the Plan B graduate project due to its flexibility in translation to the work environment. Please see the MS Handbook found here:  
<https://hrs.osu.edu/academics/academic-resources/student-handbooks>.*
- How will fully online students be supported while they complete their culminating project for the non-thesis and thesis option?
  - *Each student will choose a primary advisor that closely aligns with their project goals. Introductions and facilitation for these selections occurs with the assistance of the graduate program manager, graduate advisor and the Director of Graduate Studies. With the assistance of the primary faculty advisor, the student will select two additional committee members who will provide additional guidance throughout the project. Please see page 19 in the MS Handbook.  
<https://hrs.osu.edu/academics/academic-resources/student-handbooks>.*
- How will faculty be prepared and supported with course development, lesson planning, and online teaching?
  - *ODTI will assist with the initial course design and lesson planning by providing an instructional designer for each course under their MOU. HRS provides two FTE staff to support our faculty with educational technology and instructional design. These staff provide one on one consultation as well as a multitude of teaching resources. (Example: <https://u.osu.edu/hrsteaching/>) Furthermore, the Office of Curriculum and Scholarship in the College of Medicine provide access to two additional instructional designers for support. Our school and college regularly provide teaching workshops for our faculty and partner with the Drake Institute for Teaching and Learning for other professional development opportunities for our faculty. Each week the Office of Academic Affairs provides a newsletter that identifies teaching professional development and other resources. Each faculty receives teaching onboarding with subsequent opportunities to meet with the Director and Assistant Director of Academic Affairs for assistance.*
- Will this program include the creation of original research or scholarship? If yes, provide assurance that the quality of the research performed will be equivalent to the face-to-face offering of this degree. In addition, please address:
  - How will students gain access to required facilities and resources?
    - *All resources are available online (such as library) and no additional facilities are required.*
  - How will students be trained in necessary procedures? *N/A*
  - How will students present their progress?
    - *This will be monitored by regular meetings with the student’s graduate faculty advisor.*
  - How will the progress and quality of student projects be assessed?
    - *Please see the MS Handbook for details of the thesis and non-thesis project guidelines.  
<https://hrs.osu.edu/academics/academic-resources/student-handbooks>*

- Will students be required to complete internships or clinical experiences? If yes, please address:
  - Criteria for selecting the location(s) of such experiences
  - Qualifications of preceptors or faculty
  - Provide a list of competencies that will be evaluated
  - Assessment strategies used to evaluate student performance
  - *Students are not required to complete internships or clinical experiences with this MS degree.*
- Please provide an additional appendix with the current curriculum sheets to allow comparison and then provide a marked-up version in complement of appendix c on PDF p.49-55
  - *The current curriculum guide is provided in the updated Appendix B. Students pursuing either the master's thesis or non-thesis project followed this course outline.*
- As part of distance process, we address questions around student support:
  - If the distance program will enroll students outside of Ohio, how will the program address the needs of domestic and international students who are outside of Ohio (e.g., accessibility to instructors, advisors, classmates for group projects, online materials/tools)?
    - *Each faculty member who is teaching for the MS degree online will be provided guidance on scheduling, assignments, and group projects so that these are assigned and monitored with best practices.*
  - How will student grievances be communicated and addressed?
    - *Per the MS and HRS handbooks, grievances are handled via procedures outlined in Policy 20 <https://hrs.osu.edu/academics/academic-resources/student-handbooks>)*
  - How will the program seek feedback on learners' and instructors' experiences?
    - *Learner feedback: SEIs are a required component of every course. Additionally, teaching best practices on additional steps to gain student input will be encouraged (such as Small Group Instructional Diagnosis and mid-term feedback). The program assessment plan includes surveys that are monitored after graduation which will provide more summative feedback.*
    - *Faculty feedback: Each faculty member is part of the graduate faculty and therefore, can provide feedback at any regularly scheduled meeting or with meetings with the director of graduate studies, director of academic affairs or the graduate program manager.*
  - How will the program monitor and address academic integrity?
    - *Prevention of academic misconduct will be provided through teaching professional development. For example, most recently the director of COAM provided a workshop for all HRS faculty. It is these opportunities that will focus on prevention through assignment, exam, and syllabi design.*
    - *All reports of academic integrity are shared with the director of academic affairs for tracking.*
  - How will the program offer instructors guidance on appropriate expectations concerning academic integrity? *See above.*
  - How will the program support mental health and wellness for distance program students?
    - *If the student is an Ohio resident, access to our embedded mental health counselors is available via telehealth. <https://hrs.osu.edu/academics/academic-resources/counseling-services>. Our counselors will also meet with out of state student to share resources or referrals in their location.*
  - What will the ratio of student-to-advisor be?
    - *Currently the ratio is approximately 20:1. But if enrollment increases significantly, additional advisor positions will be requested.*
  - Who will advise and mentor students?



- *Students will have access to both graduate advisor, graduate program manager and their individual faculty advisor for both advisement and mentoring.*
- Will additional staff/faculty be hired to provide support?
  - *Currently, we have requested an online program manager that will work along side the graduate program manager.*
- How will faculty mentor students, and how will students participate in the socialization that is necessary for effective scholarly exchange of ideas at the level appropriate for the degree sought. Specifically: *Please see the MS Handbook for all details. (pages 18-30; page 34) <https://hrs.osu.edu/academics/academic-resources/student-handbooks>*
  - How will students select a primary mentor and members of any required oversight committee?
  - What is the frequency of mandatory interactions between program faculty and students?
  - What opportunities that exist for students to develop and refine ideas through scholarly exchange with faculty and others in the field?
  - What career development opportunities will be provided?
- Are there any technical requirements and support needed to implement this program? Will students need any specific hardware, software, connectivity requirements needed by the students?
  - *There are no special requirements for this online program but the following technical standards will be provided to the student and as appropriate is included on each syllabus:*
    - *“This course will be conducted in a distance-learning, online format with 2-3 face to face meetings. All materials will be provided via Carmen and all assignments will be completed via Canvas file upload. All necessary materials will be provided in the content section of Carmen. An [online tutorial](#) is available. Notices about this course will be sent to your name.#@buckeyemail.osu.edu account. All students must have an active OSU email account and remain electronically connected to OSU. Emails may be forwarded to an external email address. Please contact the Help Desk for more information.*
    - *For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available [online](#), and support for urgent issues is available 24x7.*
    - *Self-Service and Chat support: [IT Service Desk](#) • Phone: 614-688-HELP (4357)*
    - *Email: [8help@osu.edu](mailto:8help@osu.edu) • TDD: 614-688-8743*
    - **Internet requirements:**
    - *Minimum WiFi speed of 3 MB/s is required for using CarmenCanvas to submit assignments, while a minimum 7 MB/s is recommended for Zoom classes, streaming lectures, etc. Students can connect devices to campus wireless internet by navigating to [wireless.osu.edu](http://wireless.osu.edu).*
    - **Microsoft 365**
    - *This course requires students to author documents using Microsoft 365. Students can login to Microsoft 365 via [microsoft365.osu.edu](http://microsoft365.osu.edu). Check the university’s IT Service Desk knowledge base article KB04728, [FAQ on Office 365 for Students](#), for information on hardware requirements.*
    - **Proctorio**
    - *This course uses [Proctorio](#) to remotely proctor one or more quizzes and exams. Check [Proctorio’s minimum system requirements online](#) for hardware, microphone, webcam, and internet upload speed requirements.*
    - **Exemplify (ExamSoft)**
    - *This course uses [Exemplify](#) to proctor on or more quizzes and exams. Check [Exemplify’s minimum system requirements online](#) for hardware, microphone, webcam, and internet upload speed requirements.*
- Does HRS have all of the necessary equipment to implement the online program?

- *Yes, we currently have multiple online degrees and certificates and have all necessary equipment for faculty.*
- How will the distance program attend to issues of equity, diversity, and inclusion?
  - *We have a director of DEI, a faculty committee for DEI and an instructional designer designated as a DEI educational specialist. All of these resources work together to bring tools and training for our faculty. This spring all faculty will be introduced to the Upstate Anti-Bias Checklist and we will initiate steps for all curricular reviews to use this tool. We are also initiating small groups of faculty who will attend to dimensions of their coursework. All faculty have received training on accessibility with access to Echo360 which meets accessibility criteria for recorded lectures.*
- What new understandings and approaches to teaching, assessment, and community-building might the program consider modifying or incorporating in order to meet intended goals?
  - *It is our goal in HRS and in the College of Medicine to have a consistent offering for professional development in teaching and course design best practices. We plan to develop a specific orientation for the online MS students. We have asked for a new position as online manager for all online programs in HRS- this could certainly assist with maintaining assessment and community building.*
- Please provide a transition plan addressing how students enrolled in the current program will be accommodated as the distance program initiates.
  - *There will not need to be a transition plan as it is new students that would apply to the online MS. Current students will have access to all courses but will complete their work within the current MS curricular guidelines.*

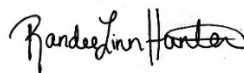
Thank you.



Marcia Nahikian-Nelms, PhD, RDN, FAND  
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 Director, Academic Affairs-School of Health and Rehabilitation Sciences  
 Director, Education- Center for Faculty Advancement, Mentoring and Engagement  
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# THE OHIO STATE UNIVERSITY

## SCHOOL OF HEALTH AND REHABILITATION SCIENCES

October 21, 2022

Graduate School Subcommittee  
Graduate School Curriculum Services

We are writing to request a review of the proposal to add a distance delivery option to our existing in-person MS in Health and Rehabilitation Sciences program. The addition of this delivery mode will cater to a target audience of healthcare professionals who wish to advance their knowledge and careers through higher education but were unable to meet the time constraints of an in-person course load. In 2021, Drs. Larsen and Nahikian-Nelms convened a subcommittee (Drs. Agnew, Hunter, Garvin, Digiovine, and Sergakis as well as Graduate Program Manager, Ashley McCabe) to re-design the current MS with an online distance-delivery option. A market analysis was commissioned through OTDI and partner (EAB) which identified that although there are competitor online programs available across the country, the demand from clinicians searching for master's level education is high. Additionally, they identified a lack of programs that allow for the level of flexibility in designing course loads applicable to multiple areas of interest, available graduate level certificates, and experiential learning opportunities. The subcommittee felt strongly that the existing structure of the MS program already meets these gaps in the market, and the addition of an online distance-delivery option would help to not only grow our MS program, but create a nationwide avenue for students to experience the excellence in education and scholarship available in HRS.

Dr. Agnew and the Graduate Studies Committee approved this proposal on September 22<sup>nd</sup>, 2022.

The Health and Rehabilitation Sciences Curriculum Committee approved this proposal on October 12, 2022.

The attached proposal includes the following:

1. A delineation of four options for MS students which combine a "focus area" and a delivery mode. Students can either choose to be **Research focus track** in which they will complete a Plan A master's thesis, or **Advanced Practice focus track** in which they will complete a Plan B non-master's thesis project. Delivery modes are either **distance-enhanced** (in-person with some courses offered only online) or **distance-delivery** (100% online). The proposed curriculum guides (Appendix C) outline the varying credit hour requirements for each focus track regardless of delivery mode.
2. The mechanisms and expectations by which MS students are advised by HRS faculty for either a Plan A thesis or a Plan B non-thesis project will remain the same. The subcommittee felt strongly that the legacy of strong mentorship in HRS could be sustained in an online communication environment.
3. The subcommittee recognizes that students self-select their delivery mode based on many factors including their learning method preferences. Students who have chosen and in-person education may not thrive in core coursework that is only offered online. Thus, the proposed conversion of in-person HRS core courses to a HyFlex format will allow for content to be delivered to both delivery mode sections. Instructional



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SCHOOL OF HEALTH AND  
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designers with OTDI will work with HRS faculty to meet best practices for these courses.

4. Outcomes and expectations will remain the same as the existing program and will be consistently applied across all MS students. Assessment tools will vary based on the focus track (Plan A thesis or Plan B non-thesis project).

Ultimately, these additions will allow our MS program to grow by circumventing some of the barriers that have historically prevented healthcare practitioners working full-time from pursuing higher education in HRS. Importantly, the proposed design also maintains the existing in-person (or distance-enhanced) option for traditional students who may wish to pursue an MS prior to entering a PhD program and require an intensive research experience.

**The goal for implementation is August 2023.** We recognize that all core courses will not be fully converted to HyFlex at this time and expect the OTDI MOU to outline a realistic and attainable timeline for this process that is feasible given the current HRS faculty workload.

Thank you for your time and consideration. I am happy to answer any questions or provide further clarifications. The subcommittee appreciates all input in our collective efforts to advance our MS program.

Sincerely,

Marcia Nahikian-Nelms, PhD, RDN, FAND  
Professor-Clinical  
Director of Academic Affairs



THE OHIO STATE UNIVERSITY

***Randee L. Hunter, PhD***

Assistant Professor-Clinical

Division of Radiologic Sciences and Therapy | School of Health and Rehabilitation Sciences  
Skeletal Biology Research Laboratory | [Injury Biomechanics Research Center](#)



**THE OHIO STATE  
UNIVERSITY**

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# Curriculum Proposal Checklist

**Title of Program:**

**Effective term:**

**College:**

**New/Establish:**

**Secondary Major Eligible:**

**Academic Unit:**

**Revise:**

**50% Revision:**

**Mark Up:**

**Program Contact:**

**Terminate:**

**Suspend:**

**Certificate Category\*:**

**Degree/Credential:**

**Program of Study :**

**Title:**

**Code:**

**Program Focus\*:**

**Credit hours to degree/credential:**

**Is this a change to the current total?**

**Yes No**

**Program offered only online?**

**Yes No**

**If yes, is there a signed MOU with ODEE?**

**Yes No**

**Campus(es) where offered:**

**Columbus**

**ATI**

**Lima**

**Mansfield**

**Marion**

**Newark**

**Rationale:**

**Student Curriculum Sheet Required:**

**Four Year (or appropriate) Plan:**

**Academic Unit Curriculum Committee approval date:**

**College Curriculum Committee approval date:**

**Graduate School Council approval date\*:**

**Regional Campus approval date\*:**

**Council on Academic Affairs approval date:**

**University Senate approval date\*:**

**Board of Trustees approval date\*:**

**ODHE approval date\*:**

**\* If applicable**

**A Proposal to Add a Distance Delivery Option to MS Health and Rehabilitation Sciences  
Submitted by the School of Health and Rehabilitation Sciences  
The Ohio State University**

**Introduction:** The Master of Science program offered in the School of Health and Rehabilitation Sciences (HRS) prepares registered, certified and/or licensed health professionals as well as individuals interested in entering research fields addressing human health and healthcare issues, for expanded roles in research, teaching, administration, and professional practice. Areas of interest for students include education and leadership in health and rehabilitation fields, health informatics, and a pre-PhD or research-centered pathway. HRS is proposing the addition of a distance delivery mode for the MS program to meet the demand of working healthcare practitioners and/or researchers that wish to advance their careers through distance graduate education.

The currently offered, on-ground MS program in Health and Rehabilitation Sciences requires a total of 30 semester credit hours for graduation with the following structure:

**All MS students take:**

- HTHRHSC 6795- Introduction to Graduate Studies (1 credit hour)

**Core courses-** MS students must choose any 3 of the following:

- HTHRHSC 5000- Interdisciplinary Case Management for Working with Underserved Populations (2 credit hours)
- HTHRHSC 5300- Healthcare Management and Human Resources (3 credit hours)
- HTHRHSC 7300- Management and Leadership in Health Sciences (3 credit hours)
- HTHRHSC 7200- Teaching in the Health Sciences (3 credit hours)
- HTHRHSC 7350- Issues and Policy in Health Sciences (3 credit hours)
- HTHRHSC 7900 and 7910- Evidenced Based Practice I and II (2 credit hours)

**All MS students take:**

- 4 minimum semester credit hours in Research Methods and Design
- 4 minimum semester credit hours in Independent Thesis or Non-Thesis Research with advisor
- 12 minimum semester credit hours in Cognate (or interest) area of choice (open electives)

This program culminates in either a master's thesis or a non-thesis (plan B) project as a result of a mentoring relationship between each student and an HRS faculty advisor. Full-time MS students can complete the program in 2 years. Students that are working healthcare professionals often opt to be part-time and typically take 2.5-3 years to complete the program. Historically, typical enrollment for the MS program is 25-30 on-ground part-time and full-time students.

**Graduates of the program are often:**

Leaders in their professional, advanced practice settings  
Managers of healthcare facilities  
Staff educators in healthcare facilities  
Industry research and development

Healthcare administrators  
Academic Advisors  
Clinical Instructors  
Pursuing doctoral studies

**Action Items Requested in Proposal:** The existing, on-ground MS in Health and Rehabilitation Sciences will continue to be offered to those students who would either like to pursue a master's thesis or a non-thesis project with an HRS faculty advisor. **This proposal seeks the approval for an addition of a fully online option for completing either a thesis (Plan A) or non-thesis (Plan B) in HRS in either a research focus or advanced practice track.** This will result in cohorts of MS students in Health and Rehabilitation Sciences that are composed of both distance-enhanced students (mainly on-ground with some online core and open elective course options) and fully online students with the ability to design, in conjunction with their advisor, a curriculum and thesis/non-thesis research plan that affords them the convenience of distance delivery. The total number of credit hours (30) for completion of the program will not change from its current status and will not vary between delivery mode options or focus track. The current MS program does not have specified focus tracks delineated by name; this proposal will not alter the courses currently offered but will define the focus areas as either "Research Focus" or "Advanced Practice" focus. **The request will result in approximately a 20% change of delivery (addition of an online section to 6 credit hours) and increasing a 1 credit hour course to 3 credit hours (HTRHSC 6795 Introduction to Graduate Studies) in the required courses of the existing MS program as calculated using the OAA handbook.**

Approval of the proposed option would result in 4 potential paths to completion for an MS in Health and Rehabilitation Sciences:

1. On-ground (or distance-enhanced **with less than 50% total online course work options**) Research Focus and completion of master's thesis
2. On-ground (or distance-enhanced with **less than 50% total online course work options**) Advanced Practice Focus and completion of Plan B (non-thesis) project
3. 100% Distance learning Research Focus and completion of master's thesis **(new delivery mode)**
4. 100% Distance learning Advanced Practice Focus and completion of Plan B (non-thesis) project **(new delivery mode)**

Options 1 and 2 are currently available in the existing on-ground MS program. The available core or elective courses for all options will not change from what is offered in the existing program. The addition of "focus tracks" will result in a clear re-packaging of the existing program without any change in available courses (the breakdown of curriculum expectations between tracks described below). The option for a new distance delivery mode will address an unmet need for healthcare practitioners seeking to advance their education.

**Rationale for Distance Delivery of MS in Health and Rehabilitation Sciences:** Historically, the on-ground MS curriculum has been difficult for working healthcare professionals to complete even in a part-time capacity due to workplace schedule demands. The prohibitive component of a fully on-ground or in-person core curriculum and many of the open electives used to fulfill the cognate area of interest requirements was the inability of working professionals to attend traditional class time offerings. However, we simultaneously recognize the desire for traditional MS students who self-select into an on-ground program due to their learning style, preferences, research and/or career plans, etc. Thus, the addition of an online, distance delivery option will offer the flexibility for applicants to personalize their MS education to meet their learning needs with educational and research mentoring access to the expert faculty in HRS. The recent advancements in online learning and extensive development and instructional design collaborations between the Office of Technology and Digital Innovation (OTDI) and HRS faculty have engendered high-quality capabilities for furthering our existing excellence in education,

mentorship, and research for online students. This is evident in the recent development of three distance-delivery graduate certificates which will serve as potential open elective or cognate areas for MS students (in both the on-ground/distance-enhanced and 100% online options). The flexibility of choosing online core and elective courses as well as the ability to work with HRS faculty to develop a research plan for a thesis or non-thesis project will remove some of the barriers for working healthcare professionals to achieve graduate level education and advance their career in healthcare-related fields or the eventual pursuit of doctoral education.

The target audience for the MS in Health and Rehabilitation Sciences is not necessarily expected to change, however, with the advent of a more flexible, distance-delivery option, we expect that the program will become more attractive and feasible to a large majority of healthcare practitioners that felt this was previously an impossible scheduling task. As more healthcare systems expect graduate level degrees for positions in department management, hospital leadership, or for differential pay scales, we expect the addition of an online option will not only increase interest in the program but also result in enrollment growth. Regardless of the practitioner's accredited area of expertise, the diversity in coursework, HRS faculty research interests, and open electives will allow for a wide variety of health professionals to identify a path for their educational and career advancement in the MS program in HRS.

Thus, to address this need for an alternative distance-delivery option for the MS in Health and Rehabilitation Sciences, the School convened a committee to strategically and collaboratively design a program track. This committee was composed of HRS faculty (clinical-track and tenure-track), the Director of Academic Affairs (Nahikian-Nelms), Graduate Studies Chair (Agnew), and the Director of HRS (Larsen). The result of these re-organization and collaborative brain-storming sessions was the creation of two tracks (research focus and advanced practice focus) with a distance-delivery option towards completion for MS students in HRS.

### **Comparative data from other institutions**

The full EAB Market Insights study completed in November 2021 is provided in **Appendix A**. The evaluation of employer demand for master's level educated employees in fields associated with health and rehabilitation sciences indicates a high demand that is projected to continue growing over the next 10 years. However, the analysis also found a large number of universities offering master's level programs in related fields suggesting a competitive market for attracting applicants. **Yet, only two of the profiled programs were found to offer a completely online/distance-delivery option for completion which generates an opportunity for OSU's MS in Health and Rehabilitation Sciences, with the addition of a distance-delivery option, to become highly competitive nationally in recruiting students.**

Highlighted strengths of our program include the existing national and international reputations of the faculty in HRS, the prestige of completing a degree at The Ohio State University, and options for stackable graduate certificates (that could be obtained during open elective coursework) which are not offered in any other profiled competitor programs. Specific comparisons of costs and enrollment between competitor programs can be found in the EAB summary in Appendix A.

**Comparison of tracks and mode of delivery details:** Whether an MS student is on-ground, distance enhanced, or fully distance, their specific curriculum requirements will be determined by their chosen track and whether they are pursuing the Plan A thesis (associated with the "Research focused" track) or the Plan B non-thesis (associated with the "Advanced Practice track"). The flexibility of this organization allows for mixed cohorts of on-ground, distance enhanced, and distance learning students with various



backgrounds in healthcare or research. The HRS strategic goal of fostering interprofessional education is reflected in creating flexible modes of delivery that attract students of diverse knowledge, clinical practice, and research experience. The total number of credits to completion (30) is identical regardless of the chosen track or thesis/non-thesis option. The curriculum breakdown for number of hours associated with core coursework, research methods and design coursework, and open elective coursework will vary based on the student's track (research focus or advanced practice) but will **not** vary by mode of delivery (e.g. an on-ground/distance-enhanced research focus student and a 100% distance delivery research focus student will have the same requirements). The **proposed curriculum guides** for both focus tracks and either on-ground/distance-enhanced or fully online delivery modes are attached in **Appendix B**. The breakdown of curriculum expectations are as follows:

All students (regardless of delivery mode) in the **Research Focus** must meet the following requirements:

- **Core courses:** HTHRHSC 6975 Introduction to Graduate Studies (3hrs) and HTHRHSC 7883 Responsible Conduct of Research (3hrs) are required plus one additional core course option to total *9 credit hours*
- **Research methods and design:** HTHRHSC Research Practicum (2hrs) is required plus 8 additional credit hours in research design and methods. Additional courses not listed on the curriculum guides in Appendix B or in other departments may meet these requirements. (*total 10 hours*)
- **Open electives/cognate area of interest:** *9 credit hours* determined by student and advisor
- **Research hours:** HTHRHSC 7999 Thesis Research (*minimum 2 hours*) to be completed under faculty advisor
- **Completion of thesis (Plan A)**

All students (regardless of delivery mode) in the **Advanced Practice Focus** must meet the following requirements:

- **Core courses:** HTHRHSC 6975 Introduction to Graduate Studies (3hrs) and HTHRHSC 7883 Responsible Conduct of Research (3hrs) are required plus one additional core course option to total *9 credit hours*
- **Research methods and design:** *2-3 credit hours*. Additional courses not listed on the curriculum guides in Appendix B or in other departments may meet these requirements.
- **Open electives/cognate area of interest:** *16 credit hours* determined by student and advisor
- **Research hours:** HTHRHSC 7990 Non-Thesis Research (*2 credit hours*) to be completed under faculty advisor
- **Completion of non-thesis (Plan B) project**

Existing online courses in HRS are a mixture of synchronous and asynchronous. No new coursework is associated with this proposal, however, there are a number of core courses that will be included in the OTDI MOU (see **Appendix C**) which will **undergo a change in delivery mode** to fulfill the needs of this proposal. These courses will likely continue to be a mixture of synchronous and asynchronous as the faculty and OTDI instructional designer will determine best practices in the context of online learning and the content of their course material.

**All required courses MS courses will have available online options for students in the online delivery mode so that the degree can be completed 100% online. Greater than 75% of the HRS open elective**

offerings discussed below have online offerings facilitating the fulfillment of either 9 credit hours (Research Focus) or 16 credit hours (Advanced Practice Focus) for online students.

### Open Elective Offerings for MS students

The *Advanced Practice Focus* allows for students who are interested in tailoring their education towards management, leadership, or teaching to design their additional core course option as well as 16 credit hours available to personalize their electives to suit their interests. Additionally, those 16 credit hours could be used to pursue one of the graduate online certificates now offered in HRS including Assistive and Rehabilitative Technology, Medical Coding and Healthcare Data Analytics, or Usability and User Experience in Healthcare.

Open electives/cognate areas of interest for *Research Focus* students can be tailored to suit their research interests by providing foundational information as well as experiential opportunities for applications of this material. Curricular choices within these guidelines will be decided between the student and their advisor for maximum flexibility and individualized education. It is also possible that one of the three existing distance-delivered HRS Graduate Certificates mentioned above be pursued by a Research Focus MS student should it enhance their foundational understanding of their research area of interest.

The minimum number of credit hours for completion of the MS program is designed to be 30 hours; however, *students may work with their advisor to apply for graduate certificates offered in HRS as instructed by [the Graduate School Handbook](#) should students (in either focus area and any track option) wish to pursue it. Please note that students pursuing additional graduate certificates are limited to 50% overlap in open electives.* Open elective/cognate course options listed in **Appendix B** are courses offered specifically in HRS. *However, students, under the advisement of their HRS advisor or research mentor, may seek courses in other colleges or departments across campus to supplement a cognate area.*

### Advising Sheets

Following the curriculum guides, advising sheets will be organized by focus area (Advanced Practice or Research) and are included in **Appendix D**. HRS Graduate Program Manager, Ashley McCabe, has developed separate advising sheets per focus track to reflect the differences in curriculum requirements outlined above and in the curriculum guides (Appendix B). Reflecting the highly customizable experience for each MS student, the required expectations of course work is already present with space for completion tracking information in addition to options for open electives and freedom of choice for required courses (to be determined by the student and advisor). Lastly, each sheet allows for HRS tracking of either Thesis (Plan A in the Research Focus) or Non-Thesis (Plan B in the Advanced Practice Focus) Advisor and committee members. *In-person or distance-enhanced students will be monitored to ensure that less than 50% of coursework (each semester and in total) is taken online. All students will develop an advising plan for their coursework in HTHRHS 6795, Introduction to Graduate Studies, to be implemented and monitored by the HRS Graduate Program Manager and student's advisor. Should a student wish to change from an in-person to distance delivery option, HRS required courses, having both an in-person and online section, will be able to accommodate these situations. All fee structure information (<https://registrar.osu.edu/FeeTables/MainFeeTables.asp>) will be provided to students on MS degree informational resources including the HRS website.*

### Assessment Plan for MS students:

The outcomes for mastery for MS students will fundamentally remain the same from the existing program with the addition of tailored assessment methods for the advanced practice and research tracks (Table 1). These goals are also universal across modes of delivery (online or distance-enhanced options). The data from these assessment methods are collected each year by the Office of Academic Affairs in HRS and will be collated by delivery method and track to ensure our online students are achieving the same level of education, mentorship, and mastery as our existing on-ground distance-enhanced pathway. There is no external accreditation board for the MS program; however, these data are analyzed each year by the Director of Academic Affairs (Dr. Nahikian-Nelms) and disseminated to leadership in HRS and reported for university assessment within the university Office of Academic Affairs.

**Table 1:** Existing MS in Health and Rehabilitation Sciences assessment plan

Outcome	Description	Assessment Method	Criteria
Knowledge	Demonstrate mastery of educational, clinical practice, research, and/or management principles related to healthcare	Performance in core curriculum courses	Must pass all core courses with a B- or higher demonstrating mastery of content
Critical Thinking	<b>Advanced practice track:</b> Use critical thinking, evidence-based principles and current information to analyze and evaluate issues and policies in healthcare	Non-thesis proposal	Must pass course with B- or higher demonstrating mastery of critical thinking
	<b>Research track:</b> Use critical thinking, evidence-based principles and current information to analyze scientific evidence and develop testable hypotheses	Thesis proposal	Successful completion of thesis proposal
Integration	Integrate learning from elective coursework into working knowledge through critical evaluation of literature, scholarship, and advanced coursework	Thesis or non-thesis project- oral presentation and defense	Minimum 90% of students that present/defend will receive a satisfactory rating from their committee
Professional Development	Demonstrate personal initiative in education and career planning	Oral defense results and discussion with committee/advisors	100% of students who defended thesis/non-thesis project evaluated as “mastery” level in their research indicating initiative in education and career planning
Synthesis	Analyze, synthesize, and conduct research by	Thesis/non-thesis project results	All students pass their oral presentation/defense and

	completing a research thesis (Plan A) or advanced, complex project (Plan B)		satisfied the scope, direction, and methodology of their scientific rationale, and used appropriate focus and rigor
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### Support for completion of thesis or non-thesis option:

Each student will choose a primary advisor that closely aligns with their project or thesis goals. Introductions and facilitation for these selections occurs with the assistance of the Graduate Program Manager (Ashley McCabe), graduate advisor and the Director of Graduate Studies (Amanda Agnew). With the assistance of the primary faculty advisor, the student will select two additional committee members who will provide additional guidance throughout the project. Please see page 19 in the MS Handbook. <https://hrs.osu.edu/academics/academic-resources/student-handbooks>.

**Admissions to MS in Health and Rehabilitation Sciences:** Admissions into the MS in Health and Rehabilitation Sciences will be unchanged. Current admissions criteria require a minimum 3.0 undergraduate GPA and a bachelor's degree from an accredited institution or international equivalent in a health profession or non-health background with clear academic and professional goals that fit within HRS. Applicants to the program will still be required to submit a statement of intent for the MS in HRS program, letters of recommendation, and an advisor agreement form which will match the applicant with an HRS faculty advisor for either Plan A thesis or Plan B non-thesis (**Appendix E**).

In the newly proposed format, identical admissions criteria and processes will apply to applicants for any focus track and delivery mode. There will be no differences in the expectations for the MS students in based on delivery mode (as outlined in the sections above), and thus, HRS will maintain consistent admissions criteria for all applicants.

**Concurrence:** There are no identified areas of overlap in scope or substance with other programs as the MS in Health and Rehabilitative Sciences already exists and this proposal does not seek to alter the fundamental content components of the program. No letters of concurrence were deemed necessary.

### Program Administration:

Oversight for the graduate program will continue to be managed through our Director of Graduate Studies; Graduate Studies Program manager, Graduate Studies committee, and the Office of Academic Affairs. The Director of Graduate Studies has the primary oversight for all components of graduate programs in HRS but multiple units within the school and the university support the important components of administration.

- Office of Academic Affairs and the Graduate Studies Program manager for recruitment, admissions, and advising.
- The Office of Digital Technology and Innovation (ODTI) works closely with all faculty for distance course design and marketing for online programs.
- HRS curriculum committee and graduate studies committee provide review and approval for all course approvals.
- The school director along with program directors and the director of graduate studies have the responsibility for staffing all graduate courses.

- The Program manager for Graduate Programs along with the Office of Academic Affairs have oversight for assessment of the program.

### **Enrollment Plan and Prospective Enrollment**

We anticipate a potential enrollment of between 25-50 students per year by the 5<sup>th</sup> year of the program. Historically, the MS cohorts have been between 25-30 per year. We anticipate approximately 10 graduate students from the OSU Wexner Medical Center as a target for the distance delivery to the working health care professional. This population will likely choose the Plan B graduate project as its design is an applied project from the student's work environment. *Using the information from the EAB marketing analysis, an additional 30-35 students can be anticipated for recruitment. Finally, we anticipate 20 students who are specifically seeking enrollment in specific HRS courses that may enhance their own degree program. Given the broad case-mix, a strong marketing and communication plan will be critical to the success of the distance delivery program. Again, we suspect that the online student will choose the Plan B graduate project due to its flexibility and translation to the work environment. Please see the MS Handbook found here: <https://hrs.osu.edu/academics/academic-resources/student-handbooks>.*

### **Budget Model**

The projected revenue for distance delivery option for the MS in Health and Rehabilitation Sciences is attached in **Appendix F**. These estimates apply to either focus track (research- Plan A thesis or advanced practice- Plan B non-thesis) for fully online students.

### **Timeline for Core Course Conversion (OTDI Memorandum of Understanding (MOU):**

Upon approval of the distance delivery of the MS degree program, the graduate studies committee along with ODTI instructional designers will initiate the timeline for development of core courses that will need to have distance delivery. The HyFlex (hybrid-flexible) course option will be implemented in the existing in-person core courses such that both students who have selected an in-person track as well as students who have selected the distance delivery track can benefit from receiving content in the delivery mode that works best for their learning style. The HyFlex option (<https://teaching.resources.osu.edu/glossary/term/hyflex>) will allow HRS faculty to simultaneously offer online and in-person content in a course. Thus, the OTDI MOU and timeline will be developed for core course online content development to meet best practices standards. *Syllabi for current in-person courses that will undergo OTDI guided revision of delivery mode to add an online section and meet best practices for online teaching will be developed during the OTDI MOU.*

### **Approval Process:**

This proposal has been approved by the following HRS committees as well as the Vice Dean of Education in the College of Medicine:

- HRS: Graduate Studies Committee (Chair- Dr. Amanda Agnew)
- HRS: Curriculum Committee (Chair-Dr. Marcia Nahikian-Nelms)
- College of Medicine (Dr. Daniel Clinchot)

Letters of support can be found in **Appendix G**.

# **APPENDIX A:**

## **EAB Market Analysis**



# Feasibility of an Online Master of Science in Health and Rehabilitation Sciences

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Program Feasibility Study Completed for  
The Ohio State University  
November 2021

## Market Insights Brief

### Credential Design and Curriculum Analysis

- Knowledge and Skills Heatmap
- Profiled Program Review

### Market Pulsecheck

- Labor Market Intelligence
- Competitive Intelligence

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# Executive Overview

This assessment determined fluctuating student demand and strong competition may challenge online program launch despite high projected employer demand. Profiled programs offer flexible options (e.g., part-time enrollment) and experiential learning opportunities for their online or hybrid programs to appeal to a greater pool of students. Additionally, profiled programs further widen the admissions funnel by not requiring GRE scores as part of the application checklist. The Ohio State University can differentiate from profiled programs by offering tracks and stackable credentials that align with fundamental skills (e.g., “health administration”, “case management”).

## 1. Labor Market and Competitive Landscape



**Job posting trends indicate strong need for program graduates.** Employers advertised a high number of master’s-level health and rehabilitation sciences job postings between October 2020 and September 2021. Additionally, national employer demand increased steadily from September 2020 to September 2021. As a result, program graduates should expect to enter a favorable job market.

**Decline in degree completions and strong competition suggest a challenging competitive landscape.** Between the 2015-2016 to 2019-2020 academic years, the number of annual degree completions declined while the number of competitors grew. Further, the top three institutions reporting relevant completions reported 76 percent of completions nationally in the 2019-2020 academic year, indicating dominant competition.

## 2. Comparator Program Analysis



**Offer flexible program options (e.g., part-time enrollment) and experiential learning opportunities (e.g., practicum courses).** All profiled programs allow students to complete the program either part-time or one accelerated class at a time. [EAB research](#) indicates programs with flexible options (e.g., part-time, asynchronous) appeal to adult learners concerned with balancing family and work-related commitments and furthering education. Additionally, profiled programs offer experiential learning opportunities online through lab courses, culminating projects, internships, or practicum courses.

**Advertise time to completion and department faculty on program webpage.** All profiled programs clearly advertise time to completion for full-time and part-time options on their program webpage. Students can complete all programs within two years full-time, pressuring any longer program to demonstrate significant value for the additional time. Additionally, the University of Pennsylvania is the only profiled program to highlight faculty members clearly on their program webpage. The Ohio State University can demonstrate program value and differentiate from profiled programs by advertising faculty members on the program webpage.

**Continue to offer multiple tracks and stackable credentials to differentiate from competition.** No profiled programs offer multiple tracks or stackable certificates specific to subject area. Offering several certificates that align with tracks will add program value and differentiate the program at The Ohio State University from competition. The Ohio State University should consider creating tracks with a focus on fundamental skills such as “health administration” or “case management.” [EAB research](#) finds adult learners seek programs with opportunities for personalization that help them achieve their specific goals. [EAB research](#) also indicates stackable credits appeal to adult learners and may aid in retention for continued education.

**Consider making GRE scores an optional admissions requirement.** The Ohio State University is the only profiled program to require GRE scores from applicants. Where possible, remove false [barriers](#) to entry to widen the admissions funnel.

# Executive Overview (cont.)

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## Action Items

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*Detailed next steps and supporting EAB resources and services appear on [page 27](#)*



### **Within The Ohio State University**

- Streamline your webpage to ensure prospects have easy access to decision-supporting program details.
- Refine your communication strategy for program prospects to increase the impact of prospects' interactions with recruitment staff.
- Develop resources that encourage alumni, current students, and others associated with your program to serve as informal program ambassadors and promote the program through their individual networks.
- Highlight expected outcomes for program graduates in marketing materials and the program webpage.
- Align programming to fit the needs of the adult student market.



### **In Partnership with EAB**

- Request a call with the EAB subject matter experts to review the report and discuss how EAB's best practice research can aid you in further differentiating your program from competitors and increase its alignment with student and employer needs.
- If your team is interested in pursuing additional research on a new topic, consider the following options:
  - Request a [Market Opportunity Scan](#) to evaluate your regional labor market and competitive landscape and identify new program opportunities with high growth potential.
  - Request a [Portfolio Health Check](#) to identify further growth opportunities within your existing portfolio using labor market and competitive opportunity data.
  - Request further validation of desired new program opportunities via a [Program Feasibility Study](#).

# I. Market Pulsecheck



An evaluation of employer demand for graduates from the proposed online master's-level health and rehabilitation sciences program in the national market, and student demand for similar programs.

Analysis Includes:

- Job Posting Trends
- Top Titles
- Top Skills
- Top Employers
- Top Industries
- Top Experience Levels
- Top Education Levels
- Degree Completion Trends

## Despite High Projected Employer Demand, Fluctuating Student Demand and Strong Competition May Challenge Online Program Modality Launch

### *Preliminary Program Outlook*

#### **National job posting trends indicate high need for program graduates.**

Employers advertised 157,062 master's-level health and rehabilitation sciences job postings nationally from October 2020 to September 2021, demonstrating high demand for program graduates. However, between October 2018 and September 2021, average monthly growth in demand for all master's-level professionals outpaced growth in demand for master's-level health and rehabilitation sciences professionals (i.e., 1.49 vs 1.24 percent). Recently, employer demand has experienced an uptick in postings, steadily rising since September 2020. Taken together, these trends suggest program graduates will enter an overall favorable job market.

#### **Relevant job opportunities will likely continue to grow at a fast pace across the next decade.**

Employment in all five relevant occupations nationally for master's-level health and rehabilitation sciences professionals is projected to grow faster than average from 2021 to 2031. This suggests graduates will enter a healthy job market upon program completion.

#### **Fluctuating and overall decline in degree completions in the face of growing competition suggests a challenging competitive market.**

Across the 2015-16 to 2019-20 academic years, completions varied annually and ultimately resulted in a net loss of 21 completions. During the same period, competition grew by 13.71 percent annually. Further, the top three institutions reporting relevant completions accounted for over 76 percent of the overall market in the 2019-20 academic year, indicating a challenging opportunity for a new program to enter the market successfully. However, only two institutions nationally report completions with a distance-delivery option, with California State University-Northridge reporting the only completions in the 2019-20 academic year (i.e., 27 completions). Note, as [adult learners seek online programs](#), there may be a gap in the market for distance-delivery programs.

Administrators should note, the risk of launching the existing in-person program in an online modality may be reduced due to existing reputation and resources.

## National Analysis of Job Postings for Master's-Level Health and Rehabilitation Sciences Professionals

National employer demand trends suggest high need for program graduates with a high number of relevant job postings in the last 12 months (i.e., 157,062 job postings). However, employer demand for all master's-level professionals slightly outpaced growth in relevant employer demand for master's-level health and rehabilitation sciences professionals from October 2018 to September 2021 (i.e., 1.49 vs 1.24 percent, respectively). Notably, demand for master's-level health and rehabilitation sciences professionals increased from September 2020 to August 2021. Taken together, high demand and significant recent growth suggest an overall favorable job market for graduates.

**+1.24%**

### Average Monthly Demand Growth

*October 2018 - September 2021, National Data*

- Average monthly growth of 324 postings.
- During the same period, demand for all master's-level professionals grew 1.49 percent.

**31,835 job postings**

### Average Monthly Demand

*October 2018 - September 2021, National Data*

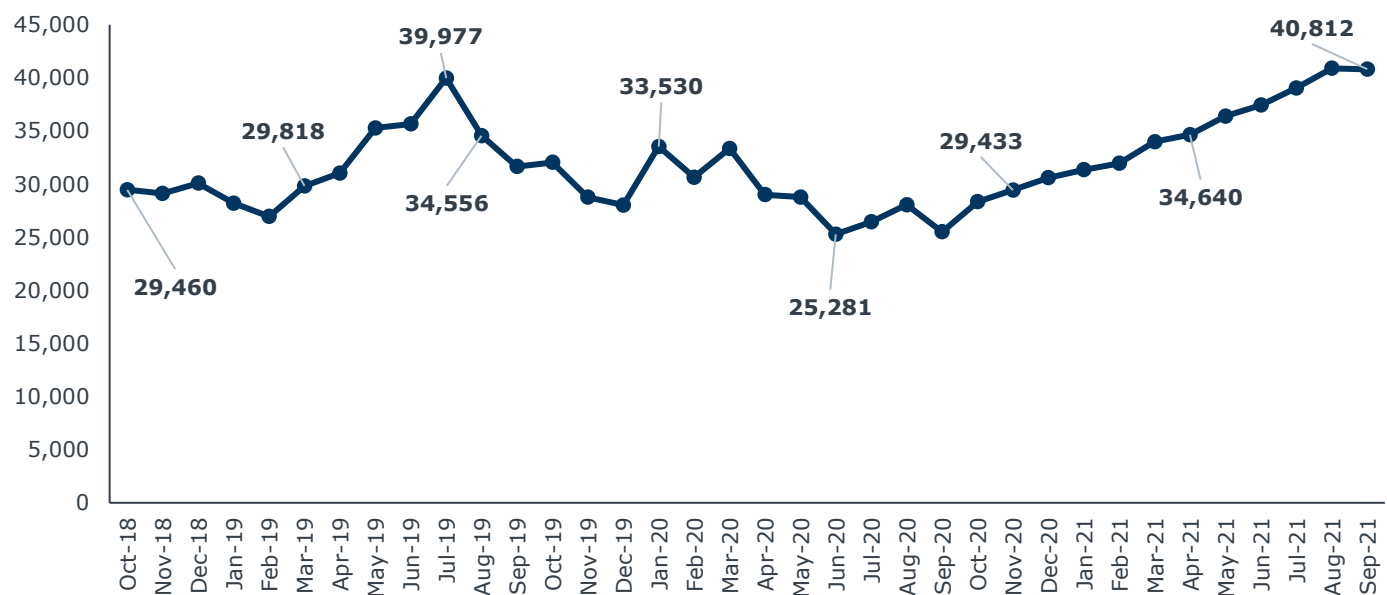
**157,062 job postings**

### Relevant Jobs Posted in the Past Year

*October 2020 - September 2021, National Data*

## Job Postings for Master's-Level Health and Rehabilitation Sciences Professionals over Time

*October 2018 - September 2021, National Data*



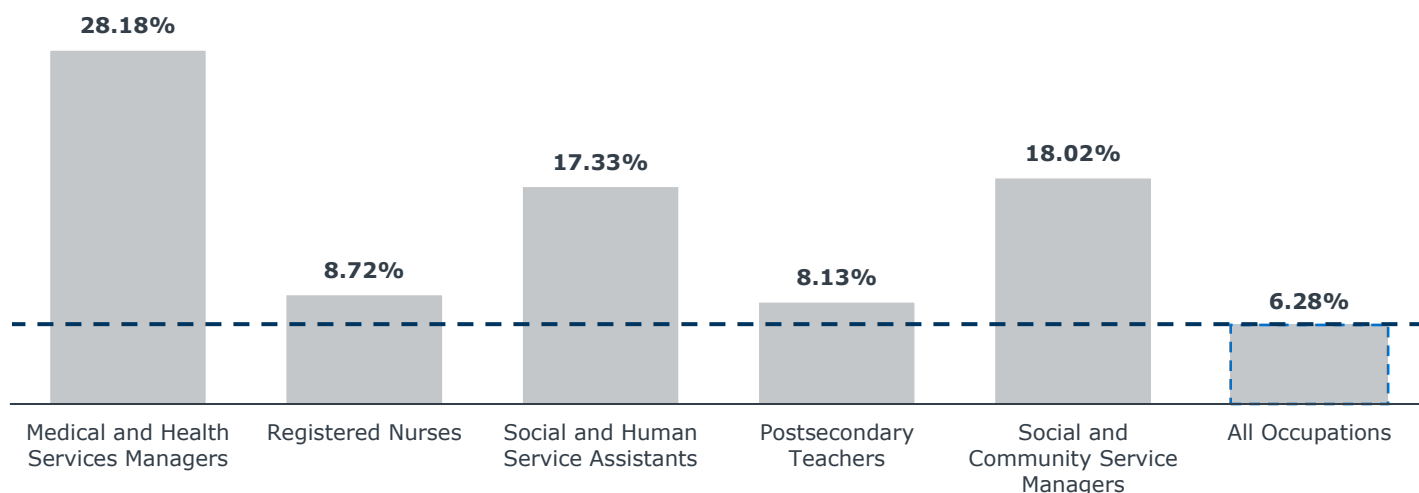
## Analysis of Employment for Health and Rehabilitation Sciences Professionals

Job opportunities for program graduates will likely grow at a fast pace across 2021 to 2031 within the nation. Employment for occupations “Medical and Health Services Managers” and “Social and Community Service Managers” is projected to outpace the national average occupational growth by more than 20 and 10 percentage points, respectively. The Bureau of Labor Statistics attributes high growth rates for the occupation “[Medical and Health Service Managers](#)” to the large baby-boom population aging and remaining active later in life, increasing the demand for health care services.

While these occupations represent the most common occupations appearing in job postings for master’s-level health and rehabilitation sciences professionals, the projected employment data considers all jobs within an occupation at all degree levels.

### Projected Employment in Top Occupations<sup>1</sup>

2021-2031, National Data



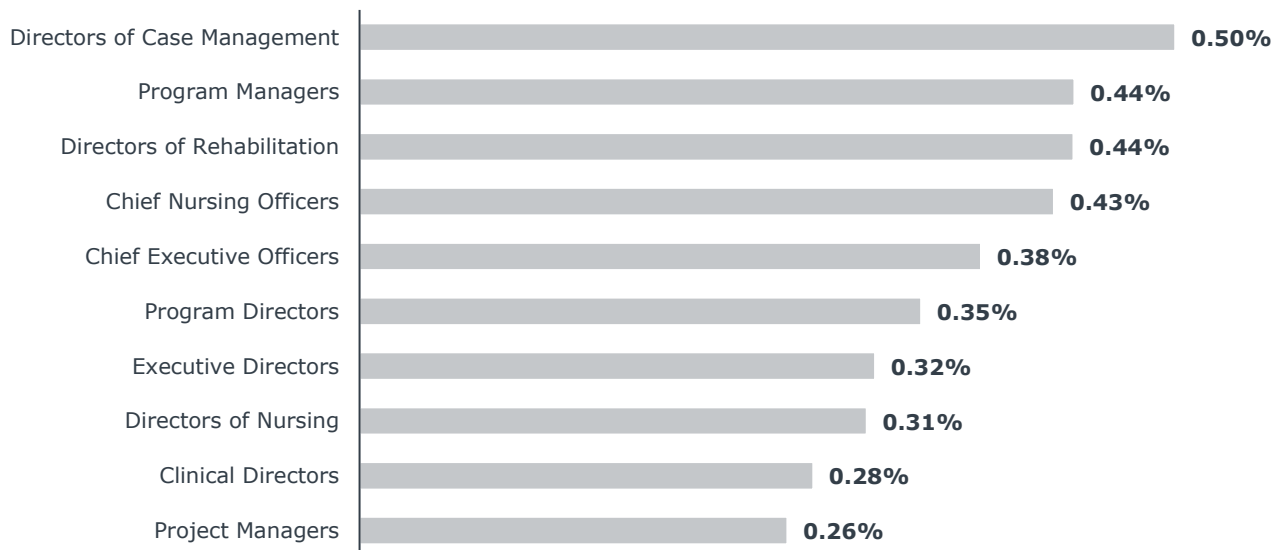
— — — The dashed blue line represents the projected employment growth across all occupations from 2021 to 2031.

1) Top occupations refer to the occupations in which employers most often seek relevant professionals.

## Top Titles in Job Postings for Master's-Level Health and Rehabilitation Sciences Professionals

October 2020 - September 2021, National Data

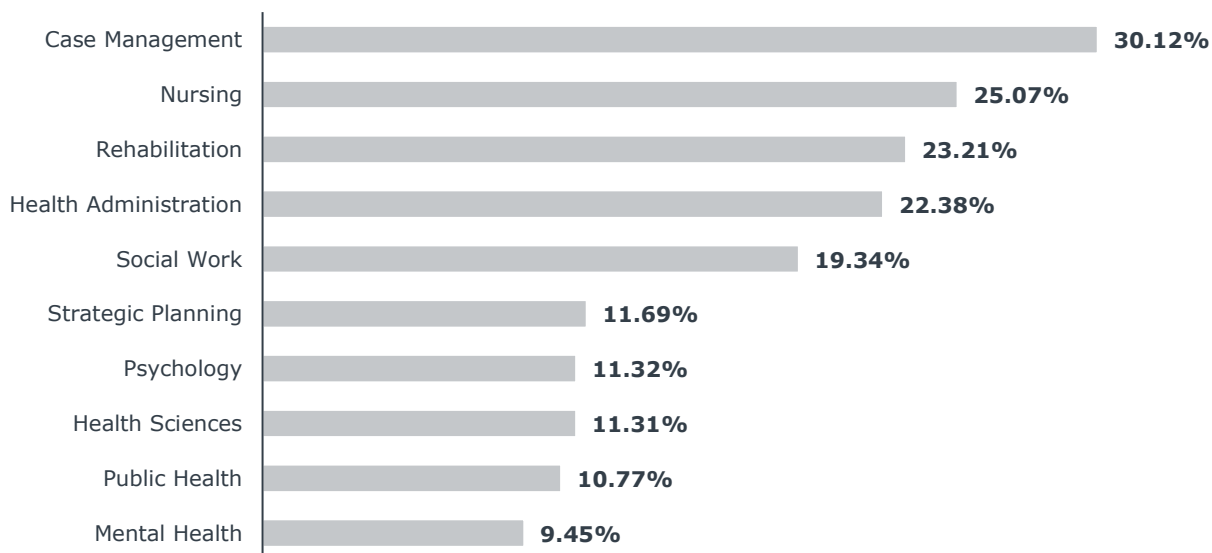
n = 157,062 job postings



## Top Skills Requested of Master's-Level Health and Rehabilitation Sciences Applicants

October 2020 - September 2021, National Data

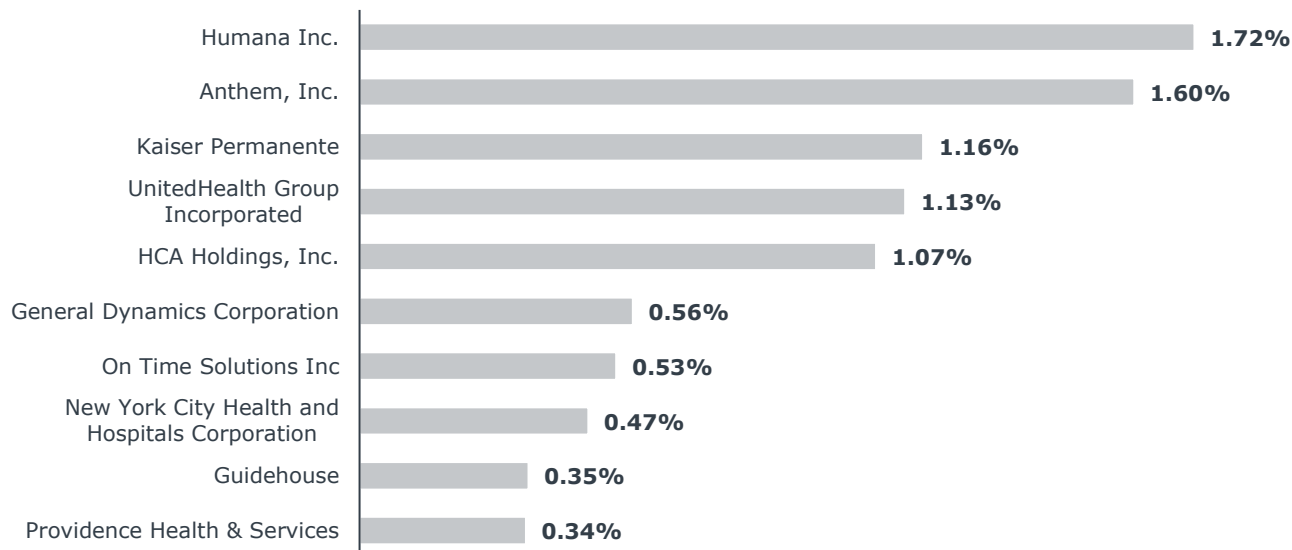
n = 157,062 job postings



## Top Employers Seeking Master's-Level Health and Rehabilitation Sciences Applicants

October 2020 - September 2021, National Data

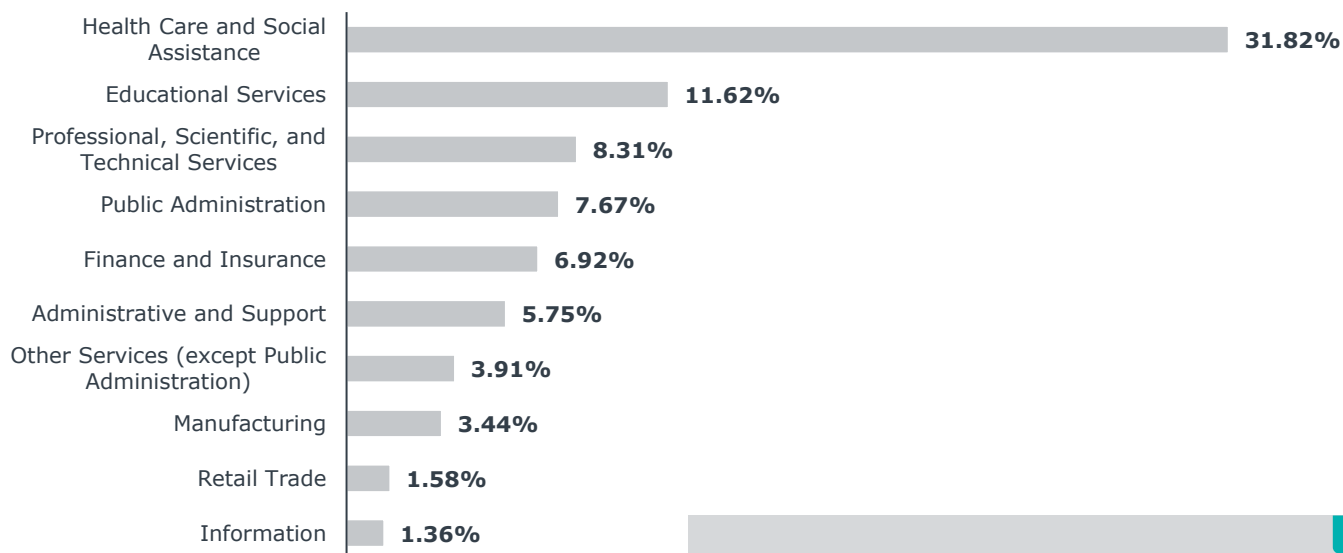
n = 157,062 job postings



## Top Industries Advertising Master's-Level Health and Rehabilitation Sciences Job Postings

October 2020 - September 2021, National Data

n = 157,062 job postings



Label abbreviations:

- "Administration and Support" - Administrative and Support and Waste Management and Remediation Services

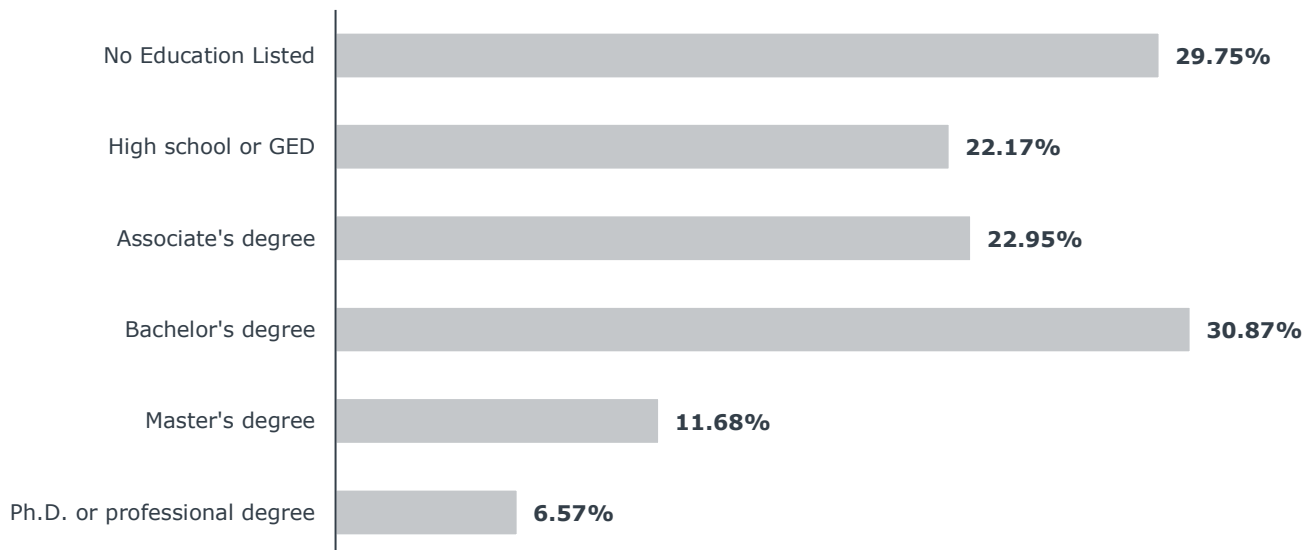
Emsi Analyst often classifies job postings from staffing companies under the category "Administrative and Support and Waste Management and Remediation Services."



## Top Education Levels Requested of Health and Rehabilitation Sciences Applicants

October 2020 - September 2021, National Data

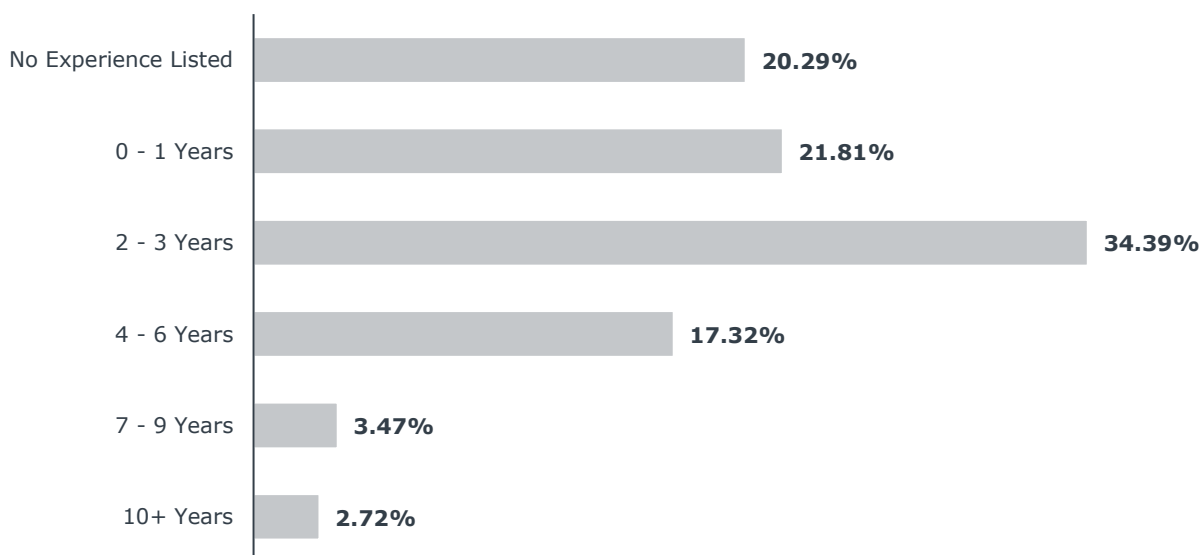
n = 1,344,530 job postings<sup>1</sup>



## Top Experience Levels Requested of Master's-Level Health and Rehabilitation Sciences Applicants

October 2020 - September 2021, National Data

n = 157,062 job postings



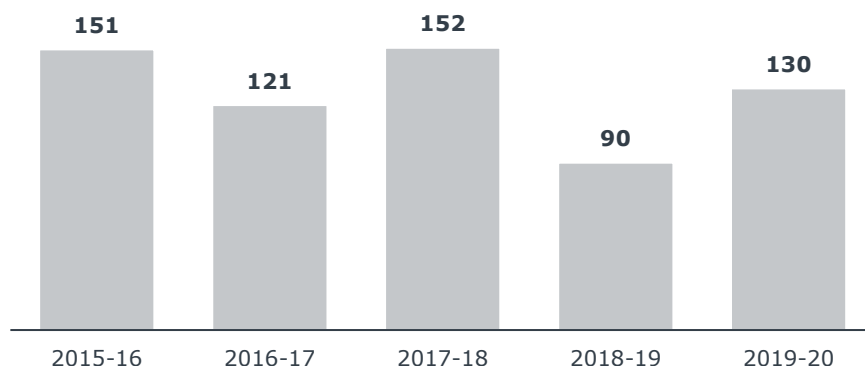
1) The n-value reflects the number of job postings requesting any degree level rehabilitation science applicants rather than the number of postings requesting master's-level rehabilitation science applicants.

## National Analysis of CIP Codes 51.2314 ("Rehabilitation Science") Master's-Level Completions

Relevant completions fluctuated each year between the 2015-16 and 2019-20 academic years but ultimately declined by 21 net completions. In the same period, the number of institutions reporting relevant completions increased by a net of six. The decline in mean and median number of completions per reporting institution indicates average class sizes are dwindling. Taken together, these trends suggest strong competition over limited student demand. Note, only two institutions report completions with a distance-delivery option, indicating potential room for new distance-delivery programs to enter the market.

### Completions Reported over Time

2015-2016 to 2019-2020 Academic Years, National Data



-21

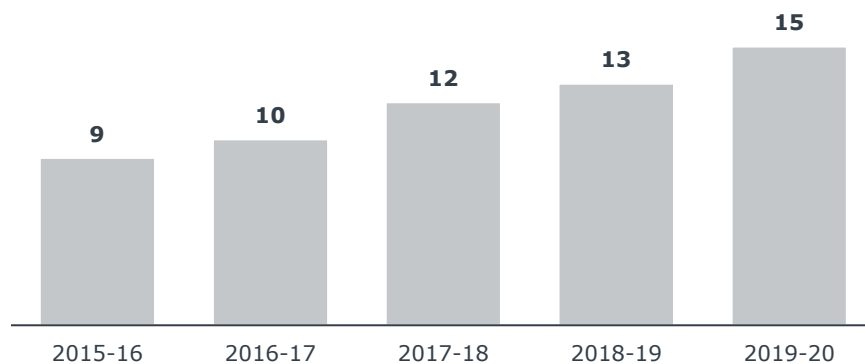
### Net Completions Decline

2015-2016 to 2019-2020 Academic Years, National Data

- Average annual 13.71 percent growth in number of institutions in the same period.

### Institutions Reporting Completions over Time

2015-2016 to 2019-2020 Academic Years, National Data



13.33%

### Institutions Reporting Completions with a 100% Distance-Delivery Option

2019-2020 Academic Year, National Data

8.67

### Mean Completions per Institution Reporting

2019-2020 Academic Year, National Data

- A decrease from the 16.78 mean completions reported in the 2015-2016 academic year.

2.00

### Median Completions per Institution Reporting

2019-2020 Academic Year, National Data

- A decrease from the nine median completions reported in the 2015-2016 academic year.

## National Analysis of CIP Codes 51.2314 ("Rehabilitation Science") Master's-Level Completions

Between the 2015-16 and 2019-20 academic years, seven of the top 10 national institutions experienced an increase in relevant completions. The University of Pittsburgh-Pittsburgh Campus reported the most completions in the 2019-20 academic year with 59 completions. Note, the top three institutions nationally accounted for over 76 percent of the overall market in the 2019-2020 academic year indicating other programs may struggle to attract students.

Administrators should note, two institutions within the national market offer a distance-delivery option. However, out of the two, only California State University-Northridge reported completions during the 2019-20 academic year (i.e., 27 completions). This suggests potential for an online master's-level health and rehabilitation sciences program and opportunity for The Ohio State University to differentiate from competitors.

### Institutions with Most Reported Completions

2015-2016 to 2019-2020 Academic Years, National Data

Institution	Reported Completions, 2015-2016 Academic Year	Market Share, 2015-2016 Academic Year	Reported Completions, 2019-2020 Academic Year	Market Share, 2019-2020 Academic Year
University of Pittsburgh-Pittsburgh Campus	93	61.59%	59	45.38%
California State University-Northridge*	12	7.95%	27	20.77%
Lasell University	Not Offered	Not Offered	15	11.54%
University of Illinois Chicago	9	5.96%	11	8.46%
Creighton University	Not Offered	Not Offered	10	7.69%
Marquette University	6	3.97%	2	1.54%
Drexel University	Not Offered	Not Offered	2	1.54%
Marshall University	Not Offered	Not Offered	2	1.54%
University of Minnesota-Twin Cities	Not Offered	Not Offered	2	1.54%
Concordia University-Wisconsin*	18	11.92%	0	0.00%

\* The orange boundary denotes institutions reporting relevant degree completions with a 100 percent distance-delivery option during the 2019-20 academic year.

## II. Credential Design and Curriculum Analysis

---

### Section Includes:

- Profiled Program Review
- Knowledge and Skills Heatmap
- Curriculum Analysis

### *Credential Design*

**Offer flexible program options such as a part-time and asynchronous formats.** Three of the profiled programs offer part-time options while students at Dartmouth College take one accelerated course at a time. Notably, none of the profiled programs offer an asynchronous format, providing The Ohio State University an opportunity to differentiate from competition. [EAB research](#) indicates programs with flexible options (e.g., part-time, asynchronous) appeal to adult learners concerned with balancing family and work-related commitments and furthering education.

**Consider offering online experiential learning opportunities to enhance program value and provide students with hands-on experience.** Profiled programs offer experiential learning opportunities through lab courses, culminating projects, internships, and practicum courses. Notably, each profiled program requires at least one experiential learning component for program completion. Explore EAB's [toolkit](#) for developing experiential learning opportunities.

**Advertise time to completion on program webpage.** All profiled programs clearly advertise time to completion for full-time and part-time options on their program webpage. Students can complete all programs within two years full-time, pressuring any longer program to demonstrate significant value for the additional time. [EAB research](#) indicates adult students expect key information relating to program time and costs to be easily accessible as they shop for programs.

### *Curriculum*

**Continue to offer tracks and stackable credentials to differentiate from competition.** No profiled programs offer tracks or stackable certificates specific to subject area. Offering several certificates that align with tracks will add program value and differentiate the program at The Ohio State University from competition. The Ohio State University should consider creating tracks with a focus on fundamental skills such as "health administration" or "case management." [EAB research](#) finds adult learners seek programs with opportunities for personalization that help them achieve their specific goals. [EAB research](#) also indicates stackable credits appeal to adult learners and may aid in retention for continued education.

**Confer the emerging skill of "public health" to better align with competition.** Three profiled programs address "public health" in their curriculum (e.g., "Public Health Data Laboratory" at the University of Maryland, "Public Health Foundations" at Dartmouth College). Developing this skill will prepare graduates to meet today's employer needs.

**Familiarize students with nursing and rehabilitation professionals.** Top skills referenced in relevant job postings between October 2018 and September 2021 included "nursing" and "rehabilitations." Ensure program graduates have experience working with nursing and rehabilitation professionals as they will be expected to interact with these professionals often.

## II. Credential Design and Curriculum Analysis (cont.)

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### Section Includes:

- Profiled Program Review
- Knowledge and Skills Heatmap
- Curriculum Analysis

### *Prospective Students*

#### **Consider making GRE scores an optional admissions requirement.**

The Ohio State University is the only profiled program to require GRE scores from applicants. Where possible, administrators should remove false [barriers](#) to entry to increase the applicant pool. Further, [EAB research](#) indicates adult learners typically apply to two or fewer schools. Stringent admissions requirements could reduce program inquiries, applications, and enrollments, especially relative to well-regarded schools without similar requirements.

**Highlight faculty on program webpage.** The University of Pennsylvania is the only profiled program to highlight faculty members on their program webpage. The Ohio State University can demonstrate program value and differentiate from profiled programs by advertising faculty expertise.

### *Potential Graduate Outcomes*

**Promote student and alumni testimonials to demonstrate program value.** Only one profiled program, the University of Pennsylvania, provides alumni testimonials on their program webpage. Adding student and alumni testimonials to the webpage would differentiate from profiled programs. Additionally, The Ohio State University should consider incorporating their alumni and professional networks into the program by creating networking opportunities to differentiate from competition. [EAB research](#) suggests prospective students show increased interest in program marketing that emphasizes returns-on-investment through graduate employment outcomes.

## Analysis of Profiled Program Design

Profiled programs require between 30 to 45 credits. Students attend primarily online, with one profiled program offering hybrid programming. Students enrolled in the hybrid program at Dartmouth College spend three weeks per year on campus and the rest of the year online. On average, programs cost \$42,413.64. Programs do not typically advertise accreditation.

### Profiled Program Characteristics

*Online and hybrid programs similar to The Ohio State University's Masters of Science in Health and Rehabilitation Sciences program*

Title	<b>University of Pennsylvania</b> <a href="#">Online Master of Health Care Innovation</a>	<b>University of Maryland</b> <a href="#">Master of Health Administration (Online)</a>	<b>University of British Columbia</b> <a href="#">Online Master of Rehabilitation Science</a>	<b>Dartmouth College</b> <a href="#">Master of Public Health</a>	<b>The Ohio State University</b> <a href="#">Masters of Science in Health and Rehabilitation Sciences</a>
Modality	Online	Online	Online	Hybrid	Face-to-face
Credits	11 Course Units <sup>3</sup>	45	30	11.95 Units <sup>4</sup>	30
Time to Completion	20 months or 3 years	Full-time: 2 years Part-time: 3 years	Full-time: 1 year Part-time: Within 5 years	22 months	N/A <sup>5</sup>
Advertised Tuition <sup>1</sup>	\$5,582 per course unit	\$922 per credit	Domestic: \$1,331.52 CDN <sup>6</sup> per 3-credit course International: \$1,453.32 CDN per 3-credit course	\$38,181 per year	\$722.50 per credit
Estimated Total Program Tuition <sup>2</sup>	\$61,402	\$41,490	Domestic: \$13,315 CDN International: \$14,533 CDN	\$76,362	\$21,675

1) Advertised tuition indicates the tuition cost as presented on the program website. Program fees are not included given the significant variance in institutional fees.

2) Estimated total program tuition calculates the tuition for full program completion (e.g., total credits awarded, total length of program time) depending on tuition unit.

3) At the University of Pennsylvania, one course unit is usually converted to four credit hours.

4) At Dartmouth College, one unit is usually converted to 3.5 credit hours.

5) The Ohio State University does not clearly advertise time to completion on the program webpage.

6) One Canadian dollar (CDN) is equal to \$0.80 USD. The average tuition is calculated using this conversion.

## Experiential Learning

Profiled programs offer experiential learning opportunities online through lab courses, culminating projects, internships, and practicum courses. Each profiled program requires at least one experiential learning component.

Lab Courses	Culminating Project	Practicum Course
<p>The program at the University of Pennsylvania requires <a href="#">two online lab courses</a>. Students can expect to:</p> <ul style="list-style-type: none"> <li>• Apply concepts and practices from core courses</li> <li>• Practice innovation while contributing to a portfolio that includes a pitch, a one-page proposal for an innovation project, and a project charter</li> <li>• Study under specially selected professionals who draw upon their own experience within today's health care environment when guiding and providing feedback on students' work.</li> </ul>	<p>The University of Maryland requires an internship and a capstone project that integrate all course learning and experiences.</p> <p>The work or practice-based research project option at the University of British Columbia requires a major project be completed. The <a href="#">major project</a> enables learners to synthesize the knowledge gained from their required coursework, transfer their new knowledge to rehabilitation practice, and demonstrate achievement of the program objectives.</p>	<p>The hybrid program at Dartmouth College includes a concurrent practicum course that runs throughout the entire program, combining a field study with a written culminating project. Students develop and execute an individual practicum with faculty support, focusing on a specific problem area or question. Skills gained in the program serve to improve health and/or health care, develop or refine policy, or generate new knowledge in a real-world setting.</p>

## Admission Requirements

All profiled programs require a bachelor's degree, written statement, and resume or CV. Other common admission requirements include letters of recommendation and GPA requirements. The Ohio State University is the only program to include mandatory GRE scores on the application checklist.

Dartmouth College	University of British Columbia	University of Maryland	University of Pennsylvania	The Ohio State University
<ul style="list-style-type: none"> <li>• Bachelor's degree and official transcript</li> <li>• Personal statement</li> <li>• Two letters of recommendation</li> <li>• Resume or CV</li> <li>• Admissions interview</li> <li>• Optional test scores</li> </ul>	<ul style="list-style-type: none"> <li>• Undergraduate or graduate degree in a health discipline</li> <li>• A minimum B+ (76%) average in senior level undergraduate courses (300 and 400 level)</li> <li>• Three years of rehabilitation work experience in a health care setting</li> <li>• Statement of Intent</li> <li>• Resume or CV</li> </ul>	<ul style="list-style-type: none"> <li>• Bachelor's degree and official transcripts from every college-level institution attended</li> <li>• 3.0 GPA in all prior undergraduate and graduate coursework</li> <li>• Three letters of recommendation</li> <li>• Resume or CV</li> <li>• Statement of Purpose</li> <li>• Optional test scores</li> </ul>	<ul style="list-style-type: none"> <li>• Bachelor's degree and official transcripts</li> <li>• At least three years of work experience in a field related to health care</li> <li>• Resume or CV</li> <li>• Personal statement</li> <li>• Two recommendation forms</li> </ul>	<ul style="list-style-type: none"> <li>• Bachelor's degree in a health profession</li> <li>• 3.0 GPA</li> <li>• Competitive GRE scores</li> <li>• Resume or CV</li> <li>• Three letters of recommendation</li> <li>• Statement of Interest</li> <li>• Advisor agreement form</li> </ul>

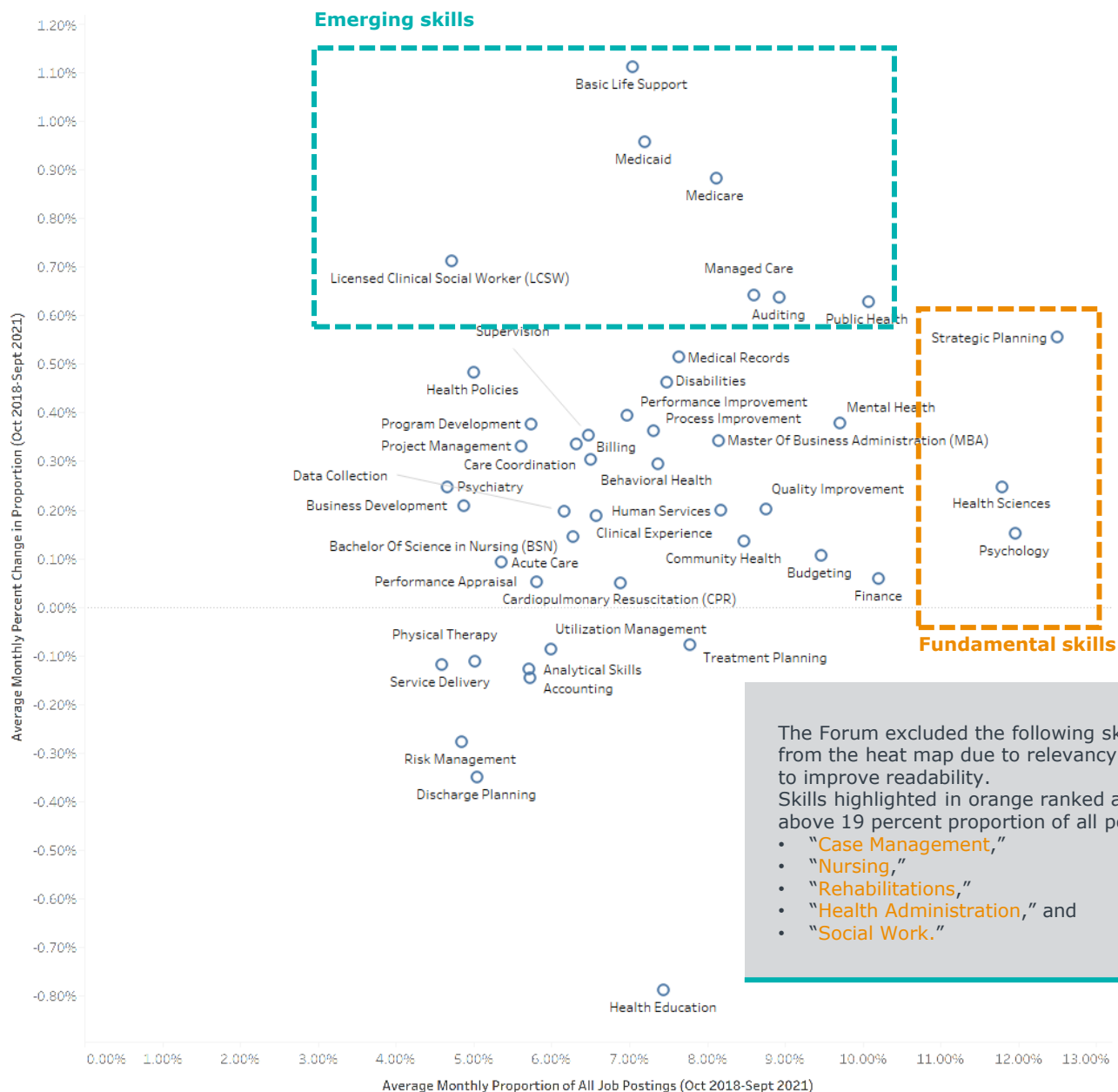
## National Analysis of Job Postings' Skill Requirements for Master's-Level Health and Rehabilitation Sciences Professionals

Across October 2018 to September 2021, employers demonstrate sustained demand for skills such as case management and health administration. Emerging skills include managed care and public health; developing these skills will prepare graduates to meet today's employer needs.

### Knowledge and Skills Heatmap for Master's-Level Health and Rehabilitation Sciences

October 2018 - September 2021, National Data

n = 425,201 job postings

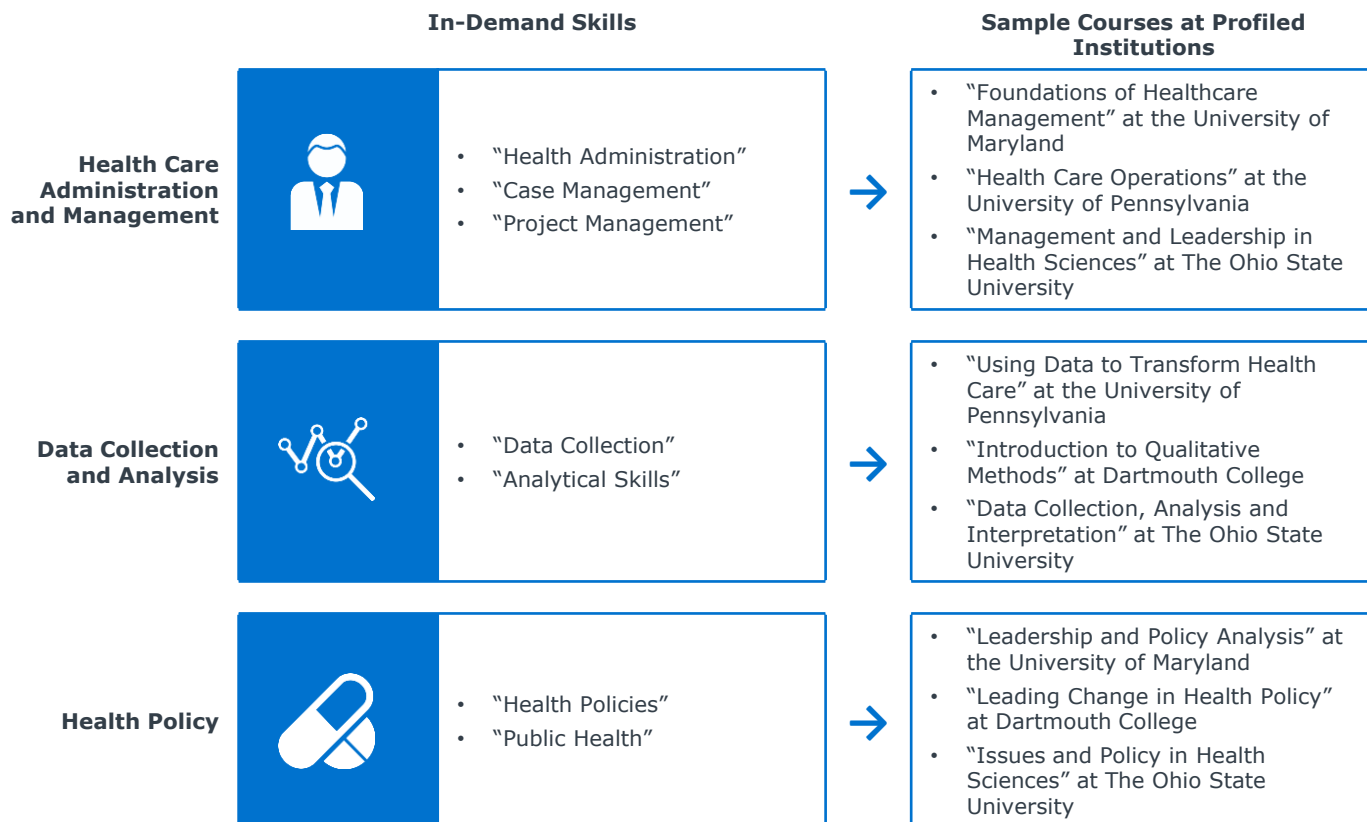


Source: EAB analysis. Emsi Analyst. Data visualization from Tableau Public.



## Alignment of In-Demand Skills to Profiled Programs' Curricula

National Data



## Trends in Profiled Programs' Curricula

Health Equity Coursework	Concentrations and Tracks
<ul style="list-style-type: none"> <li>"Health Equity" at the University of Pennsylvania</li> <li>"Determinants of Health Equity" at Dartmouth College</li> <li>"Health Law and Ethics" at the University of Maryland</li> </ul>	<ul style="list-style-type: none"> <li>"Course-Based Option," "Work or Practice-Based Research Project Option," and "Manual Therapy Focus" at the University of British Columbia</li> <li>"Health and Rehabilitation Education," "Health and Rehabilitation Leadership," "Entry-Level Medical Laboratory Science (coordinated graduate program in medical laboratory science)," "Health Informatics," and "Pre-PhD Pathway" areas of emphasis at The Ohio State University's existing program</li> </ul>

Profiled programs' full curricula can be found in Appendix A on page 20.

# Appendix A: Sample Health and Rehabilitation Sciences Curricula

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## [Online Master of Health Care Innovation](#), University of Pennsylvania

### **Core Courses**

- American Health Care System
- Behavioral Economics and Decision Making
- Health Care Operations
- Health Equity
- Leading Change in Health Care
- Translating Ideas into Outcomes

### **Elective Courses**

- Connected Health Care
- Digital Health
- Health Economics
- Using Data to Transform Health Care

### **Lab Courses**

- Addressing Challenges
- Pitching Innovation

## [Master of Health Administration \(Online\)](#), University of Maryland

### **Integrated Core Courses**

- Foundations of Public Health
- Applied Data: Epidemiology & Biostatistics
- Public Health Data Laboratory
- Program Planning, Development and Evaluation
- Public Health Ethics
- Leadership and Policy Analysis

### **Health Administration Courses**

- Introduction to Health Systems
- Foundations of Healthcare Management
- Health Law and Ethics
- Healthcare Strategic Planning and Evaluation
- Financial Management
- Continuous Quality Improvement
- Healthcare Leadership and Communication
- Public Health Research Methods

### **Internship**

### **Capstone**

# Appendix A: Sample Health and Rehabilitation Sciences Curricula

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## [Online Master of Rehabilitation Science](#), University of British Columbia

### **Core Courses**

- Evidence for Practice
- Reasoning and Decision Making
- Measurement for Assessment, Planning and Evaluation
- Developing Effective Rehabilitation Programs
- Facilitating Learning in Rehabilitation Contexts

### **Course-based Option**

- Elective Master of Rehabilitation Science courses
- Pre-approved non-Master of Rehabilitation Science courses at a 300-level or higher

### **Work or Practice-based Research Project Option**

- Major Project I
- Major Project II
- Elective Master of Rehabilitation Science courses
- Pre-approved non-Master of Rehabilitation Science courses at a 300-level or higher

## [Master of Public Health](#), Dartmouth College

### **Core Courses**

- Public Health Foundations
- Health Systems
- Determinants of Health Equity
- Inferential Methods & Measures
- Introduction to Improvement Methods
- Epidemiology of Health and Healthcare
- Biostatistics: Interpretations & Appraisal
- Introduction to Survey Methods
- Introduction to Qualitative Methods
- Directed Readings
- Applied Epidemiology
- Health Services Administration
- Leading Change in Health Policy
- Public Health Impacts of Climate Change
- Health Policy
- Strategy for Population Health
- Anchor Institutions and Populations Health
- Enhancing Communication and Teamwork
- Ethics in Health and Healthcare

### **Practicum**

### **Six On-campus sessions**

# Appendix A: Sample Health and Rehabilitation Sciences Curricula

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[Masters of Science in Health and Rehabilitation Sciences](#), The Ohio State University

## **Introductory Course**

- Introduction to Graduate Studies

## **Core Courses**

- Interdisciplinary Case Management for Working with Underserved Populations
- Healthcare Management and Human Resources
- Management and Leadership in Health Sciences
- Teaching in the Health Sciences
- Issues and Policy in Health Sciences
- Evidence Based Practice I and II

## **Research Methods And Design**

- Research Methods and Design
- Data Collection, Analysis and Interpretation
- Evidence based Practice I and II
- Intermediate Data Analysis I
- Intermediate Data Analysis II
- Statistics Methods in Psychology I Analysis of Variance

## **Research Hours For Thesis Or Non-thesis**

- Non-Thesis Research
- Thesis Research

## **Medical Dietetics Cognate Course**

- Foundations in Research & Application I, II, III
- Evidence Based Topics in Nutrition and Dietetics
- Nutrition Support and Critical Care
- Diabetes Care and Management
- Community Nutrition and Health
- Nutritional Genomics
- Advanced Practice in Nutrition Assessment and Counseling
- Medical Dietetics: Clinical Nutrition Practicum
- Advanced Nutrition Therapy in Complex Disease States
- Nutrition and Physical Performance

## **Medical Laboratory Science Cognate Courses**

- Medical Laboratory Chemistry
- Medical Laboratory Chemistry Laboratory
- Medical Laboratory Immunohematology
- Medical Laboratory Immunohematology Laboratory
- MEDLABSCI 5400 - Molecular Techniques in Medical Laboratory Science
- Molecular Techniques in Medical Laboratory Science Laboratory
- Clinical Practice in Medical Laboratory Science
- Professional Issues in Medical Laboratory Science Laboratory
- Medical Laboratory Graduate Seminar
- Medical Laboratory Clinical Teaching Practicum

# Appendix B: Research Process and Sources

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EAB conducted a three-part analysis to identify opportunities to update an existing program's curriculum, positioning, and/or recruitment practices for online launch.

All workforce demand data was collected from Emsi, EAB's labor market intelligence partner. Competitive data was collected from the National Center for Education Statistics via the Emsi Analyst platform.

1

## Step One: Labor Market Analysis

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This report includes an analysis of external labor market needs to determine demand for program graduates. Researchers evaluate historical job postings and future employment projections to determine if the labor market supports program growth.

2

## Step Two: Competitive Landscape Analysis

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The volume and growth of degree conferrals serves as an indicator of student demand for the program being evaluated. Researchers use conferral data to determine if the selected program is facing a crowded market or if it may struggle to attract students due to declining student interest.

3

## Step Three: Comparator Program Analysis

---

Researchers analyzed how the design and curricula of similar programs aligns with the program being audited. The researchers collect information publicly available on profiled programs' webpages.

## Research Questions

The requesting partner asked:

- How has demand for graduates of my program evolved over time?
- In which industries should the program prepare students to work?
- Which employers demonstrate the greatest demand for graduates?
- What skills should the program teach to prepare students to meet employer demand?
- In what positions do employers demonstrate the greatest need for graduates?
- What education level do employers most frequently request from relevant professionals?
- What experience level do employers most frequently request from program graduates?
- How many students graduate from similar programs regionally, and how has this changed over time?
- How are similar programs structured?
- How are similar programs delivered?
- What experiential or practical learning do similar programs offer?
- What accreditation do similar programs hold?

## Research Limitations

Due to the self-reported nature of the NCES, some comparable and competitor programs may report completions for a master's-level health and rehabilitation sciences program under a different CIP code not included in this analysis, including The Ohio State University. Further, additional online programs may exist that are not captured in NCES data, as not all institutions report online completions separately from face-to-face program completions.

Curricula and tuition information is based on publicly available information and may not be comprehensive. Additionally, this report does not evaluate costs associated with launching an online master's-level health and rehabilitation sciences program. Administrators should consider costs before deciding to launch an online program.

## Definitions

"CIP" code refers to the Classification of Instructional Programming code.

"Nation" and "nationally" refers to the United States.

## Profiled Institutions

The Forum profiled programs via secondary research at the following institutions. The Forum profiled online programs with a similar curricular focus as the existing program at The Ohio State University.

### A Guide to Institutions Profiled in this Brief

Institution	Location	Approximate Institutional Enrollment (Undergraduate / Total)	Carnegie Classification
Dartmouth College	New England	4,000 / 6,000	Doctoral Universities: Very High Research Activity
The Ohio State University	Midwest	47,000 / 61,500	Doctoral Universities: Very High Research Activity
University of British Columbia	British Columbia	57,000 / 68,500	N/A
University of Maryland	Southeast	31,000 / 40,500	Doctoral Universities: Very High Research Activity
University of Pennsylvania	Mid-Atlantic	11,000 / 26,500	Doctoral Universities: Very High Research Activity

- Profiled program webpages
  - Dartmouth College, Master of Public Health, accessed November 2021: <https://tdi.dartmouth.edu/education/degree-programs/masters-in-public-health/online/online-mph-programs>
  - The Ohio State University, Masters of Science in Health and Rehabilitation Sciences, accessed November 2021: <https://hrs.osu.edu/academics/graduate-programs/ms-in-health-and-rehabilitation-sciences>
  - University of British Columbia, Online Master of Rehabilitation Science, accessed November 2021: <https://mrsc.ubc.ca/master-of-rehabilitation-science-mrsc/>
  - University of Maryland, Master of Health Administration (Online), accessed November 2021: <https://sph.umd.edu/academics/online-programs/mha-master-health-administration-online>
  - University of Pennsylvania, Online Master of Health Care Innovation, accessed November 2021: <https://improvinghealthcare.mehp.upenn.edu/master-of-health-care-innovation>

## Data Sources



### Emsi

<https://www.economicmodeling.com/>

This report includes data made available through EAB's partnership with Emsi (formerly Economic Modeling Specialists International), a labor market analytics firm serving higher education, economic development, and industry leaders in the U.S., Canada, and the United Kingdom.

Emsi curates and maintains the most comprehensive labor market data sets available for academic program planning, providing real-time job posting data, workforce and alumni outcomes data, and traditional government sources of data. Under this partnership, EAB may use Emsi's proprietary Analyst™ and Alumni Insight™ tools to answer partner questions about employer demand, the competitive landscape, in-demand skills, postings versus actual hires, and skills gaps between job postings and professionals in the workforce. The Emsi tools also provide EAB with in-depth access to unsuppressed, zip-code-level government data for occupations, industries, programs, and demographics. For more complete descriptions of the Emsi tools, visit:

- <http://www.economicmodeling.com/analyst/>
- <https://www.economicmodeling.com/alumni-insight/>

To learn more about Emsi and its software and services, please contact Bob Hieronymus, Vice President of Business Development at [bob.hieronymus@economicmodeling.com](mailto:bob.hieronymus@economicmodeling.com) or (208) 883-3500.



### Integrated Postsecondary Education Data System (IPEDS)

<https://nces.ed.gov/ipeds/>

The Integrated Postsecondary Education Data System (IPEDS) is the Department of Education's National Center for Education Statistics' (NCES) core postsecondary education data collection program. Information is collected annually from all providers of postsecondary education in fundamental areas such as enrollment, program completion and graduation rates, institutional costs, student financial aid, and human resources.

Data collected through IPEDS is publicly released and can be accessed through the IPEDS Data Center by postsecondary education institutions and the general public. The IPEDS Data Center is designed as a centralized, web-based tool for the retrieval and analysis of IPEDS data; the system allows users to access and evaluate institutional data using a wide-range of analytical features that includes the ability to construct customized data sets, download full data files, and create statistical and trend analyses reports.



### United States Bureau of Labor Statistics (BLS)

<https://nces.ed.gov/ipeds/>



### EAB Research and Insights Library

<https://eab.com/research-and-insights/>



# Appendix C: Next Steps from this Program Analysis

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## Follow These Steps to Begin Revitalizing Your Program

### *Internal*

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Share the report with relevant leadership and faculty on campus. Use the recommended EAB resources below to guide conversations with stakeholders and make informed decisions.



**Streamline your webpage to ensure prospects have easy access to decision-supporting program details.** Drawing upon industry best practices from across the public and private sectors, EAB's [Web Presence Optimization Toolkit](#) features a suite of tools focused on actionable strategies for institutional leaders to use in assessing the current performance of their site, recognizing gaps in functionality, creating content that is appealing, and identifying opportunities for targeted investments.



**Refine your communication strategy for program prospects to increase the impact of prospects' interactions with recruitment staff.** Refer to EAB's [Lead and Inquiry Management Software Toolkit](#) for guidance on developing and implementing an effective communications plan to field prospect inquiries. This toolkit is also designed to help partners understand the capabilities of the most prominent software options, assess which solution is best suited to meet their needs, and prepare institutions to accelerate implementation.



**Develop resources that encourage alumni, current students, and others associated with your program to serve as informal program ambassadors and promote the program through their individual networks.** Among the various marketing and recruitment strategies best suited for schools, word of mouth marketing remains one of the most effective, affordable techniques available. Campus admissions teams can use EAB's [Word-of-Mouth Marketing Toolkit](#) to develop a structured approach to word-of-mouth marketing in an effort to maximize its impact on recruitment.



**Highlight expected outcomes for program graduates in marketing materials and the program webpage.** To better attract adult learners, recruitment staff need to understand adult learners' evolving expectations as consumers and unique focus on program outcomes. EAB's [Outcomes Marketing Toolkit](#) helps you audit your current program advertisements, program webpages, and unit or institutional homepage to ensure that you are communicating program outcomes clearly.



**Align programming to fit the needs of the adult student market.** Today's workforce requires short-format programs more than ever. However, too often campus stakeholders chase innovative-sounding credentials like badges or micro-degrees, rather than focusing their programs on the skills these programs will confer. Use EAB's [Designing Credentials to Meet Adult Student Needs Roadmap](#) to determine the audience for your program and how to best serve that market.

### *In Partnership with EAB*

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**Request a project debrief call with EAB research team to review the report.** Meet with members of our research team to discuss the findings of the report and potential next steps.



**Evaluate the labor market and competitive landscape to identify new program opportunities with high growth potential.** Request a Market Opportunity Scan to guide decision-making for new program development.



Washington DC | Richmond | Birmingham | Minneapolis | New York

202-747-1000 | [eab.com](http://eab.com)

**APPENDIX B:**  
**Current Curriculum Guide**  
**Proposed Curriculum Guides**

## Current: Health and Rehabilitation Sciences MS Program Curriculum Guide

Course #	Course Title	Credits	Term
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### REQUIRED COURSES

<b>CORE (in addition to HTHRHSC 6795, choose any 3 of the following 6 options – must complete a minimum of 9 credit hours, not counting HTHRHSC 6795)</b>			
HTHRHSC 6795	Introduction to Graduate Studies	1	AU, SP
HTHRHSC 5000	Interdisciplinary Case Management for Working with Underserved Populations	3	SU, AU, SP
HTHRHSC 5300	Healthcare Management and Human Resources	3	AU
HTHRHSC 7300	Management and Leadership in Health Sciences	3	AU
HTHRHSC 7250	Teaching and Curriculum in the Health & Rehabilitation Sciences	3	SP
HTHRHSC 7350	Issues and Policy in Health Sciences	3	SP
HTHRHSC 7900 & 7910 (cannot use in this area if used below)	Evidence Based Practice I & II (Both 1-hour courses are required to fulfill this requirement)	2	SU
<b>RESEARCH METHODS &amp; DESIGN (minimum of 4 credit hours)</b>			
ACEL 8855	Research Methods and Design	3	AU
ACEL 8877	Data Collection, Analysis and Interpretation	3	SP
HTHRHSC 7900 & 7910	Evidence Based Practice I & II (Both 1-hour courses are required to fulfill this requirement)	2	AU, SP
STAT 5301	Intermediate Data Analysis I	4	AU, SP
STAT 5302	Intermediate Data Analysis II	3	AU, SP
PSYCH 6810	Statistics Methods in Psychology I	4	AU
PSYCH 6811	Statistics Methods in Psychology II	4	SP
<b>RESEARCH HOURS FOR THESIS AND NON-THESIS (minimum of 4 credit hours)</b>			
HTHRHSC 7990	Non-Thesis Research (TBD with advisor)	1-4	SU, AU, SP
HTHRHSC 7999	Thesis Research (TBD with advisor)	1-4	SU, AU, SP

### ELECTIVE COURSES

<b>GRADUATE LEVEL ELECTIVES/ AREA OF EMPHASIS (choose a minimum of 12 credit hours; TBD with advisor)</b>	
<i>Consult with your advisor and choose courses that are relevant to your area of research. These credits may be taken within any department on campus as long as they are graduate-level courses.</i>	

## **Proposed: Health and Rehabilitation Sciences MS Program Curriculum Guide *Research Focus – On Ground/Distance Enhanced***

Course #	Course Title	Credits	Term
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### **REQUIRED COURSES**

<b>CORE (9 credit hours; choose 1 additional course)</b>			
HTHRHSC 6795	Introduction to Graduate Studies <b>(required)</b>	3	AU, SP
HTHRHSC 5000	Interdisciplinary Case Management for Working with Underserved Pop	3	SU, AU, SP
HTHRHSC 7250	Teaching and Curriculum in the Health & Rehabilitation Sciences	3	SP
HTHRHSC 7300	Management and Leadership in Health Sciences	3	AU
HTHRHSC 7350	Issues and Policy in Health Sciences	3	SP
HTHRHSC 7883	Responsible Conduct of Research <b>(required)</b>	3	SU
<b>RESEARCH METHODS &amp; DESIGN (10 credit hours)</b>			
HTHRHSC 6888	Grand Rounds <b>(required)</b>	2	AU, SP
HTHRHSC 7998	Research Practicum <b>(required)</b>	2	AU, SP, SU
ACEL 8855	Research Methods and Design	3	AU
ACEL 8877	Data Collection, Analysis and Interpretation	3	SP
HTHRHSC 7900 & 7910	Evidence Based Practice I & II (both 1-hour courses are required to fulfill this course)	2	AU, SP
STAT 5301	Intermediate Data Analysis I	4	AU, SP
STAT 5302	Intermediate Data Analysis II	3	AU, SP
PSYCH 6810	Statistical Methods in Psychology I	4	AU
PSYCH 6811	Statistical Methods in Psychology II	4	SP
PUBHBIO 6210	Design and Analysis of Students in the Health Sciences I	3	AU, SP
PUBHBIO 6211	Design and Analysis of Students in the Health Sciences II	3	AU, SP
<b>RESEARCH HOURS FOR THESIS (minimum of 2 credit hours)</b>			
HTHRHSC 7999	Thesis Research (TBD with advisor)	1-2	SU, AU, SP

### **OPEN ELECTIVES**

<b>See Attached List of Open Electives</b> <b>9 credit hours (courses counted as CORE cannot be duplicated as electives)</b>
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**Proposed: Health and Rehabilitation Sciences MS Program Curriculum Guide *Advanced***  
***Practice Focus – On Ground/Distance Enhanced***

Course #	Course Title	Credits	Term
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**REQUIRED COURSES**

CORE (9 credit hours; choose 1 additional course)			
HTHRHSC 6795	Introduction to Graduate Studies ( <b>required</b> )	3	AU, SP
HTHRHSC 5000	Interdisciplinary Case Management for Working with Underserved Populations	3	SU, AU, SP
HTHRHSC 7300	Management and Leadership in Health Sciences	3	AU
HTHRHSC 7250	Teaching and Curriculum in the Health & Rehabilitation Sciences	3	SP
HTHRHSC 7350	Issues and Policy in Health Sciences	3	SP
HTHRHSC 7883	Responsible Conduct of Research ( <b>required</b> )	3	SU
RESEARCH METHODS & DESIGN (2-3 credit hours)			
HTHRHSC 5900	Health Sciences Research Interpretation and Applications	3	AU, SP
HTHRHSC 7900	Evidence-based Practice I	1	AU, SP
HTHRHSC 7910	Evidence-based Practice II	1	AU, SP
RESEARCH HOURS FOR THESIS AND NON-THESIS (minimum of 2 credit hours)			
HTHRHSC 7990	Non-Thesis Research (TBD with advisor)	2	SU, AU, SP

**OPEN ELECTIVES**

<p align="center"><b>See Attached List of Open Electives</b> <b>16 credit hours (courses counted as CORE cannot be duplicated as electives)</b></p>			
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**Proposed: Health and Rehabilitation Sciences MS Program Curriculum Guide *Research Focus (Online option)***

Course #	Course Title	Credits	Term
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**REQUIRED COURSES**

CORE (9 credit hours; choose 1 additional course)			
HTHRHSC 6795 - ONL	Introduction to Graduate Studies <b>(required)</b>	3	AU, SP
HTHRHSC 5000 - ONL	Interdisciplinary Case Management for Working with Underserved Pop	3	SU, AU, SP
HTHRHSC 7250 - ONL	Teaching and Curriculum in the Health & Rehabilitation Sciences	3	SP
HTHRHSC 7300 - ONL	Management and Leadership in Health Sciences	3	AU
HTHRHSC 7350 - ONL	Issues and Policy in Health Sciences	3	SP
HTHRHSC 7883- ONL	Responsible Conduct of Research <b>(required)</b>	3	SU
RESEARCH METHODS & DESIGN (10 credit hours)			
HTHRHSC 7998- ONL	Research Practicum <b>(required)</b>	2	AU, SP, SU
HTHRHSC 7900 & 7910 - ONL	Evidence Based Practice I & II (both 1-hour courses are required to fulfill this course)	2	AU, SP
PUBHBIO 6210-ONL	Design and Analysis of Students in the Health Sciences I	3	AU, SP
PUBHBIO 6211-ONL	Design and Analysis of Students in the Health Sciences II	3	AU, SP
RESEARCH HOURS FOR THESIS AND NON-THESIS (minimum of 2 credit hours)			
HTHRHSC 7999	Thesis Research (TBD with advisor)	2	SU, AU, SP

**OPEN ELECTIVES**

See Attached List of Open Electives 9 credit hours (courses counted as CORE cannot be duplicated as electives)			
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## **Proposed: Health and Rehabilitation Sciences MS Program Curriculum Guide *Advanced Practice Focus - Online***

Course #	Course Title	Credits	Term
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### **REQUIRED COURSES**

<b>CORE (9 credit hours; choose 1 additional course)</b>			
HTHRHSC 6795 - ONL	Introduction to Graduate Studies <b>(required)</b>	3	AU, SP
HTHRHSC 5000 - ONL	Interdisciplinary Case Management for Working with Underserved Populations	3	SU, AU, SP
HTHRHSC 7300 - ONL	Management and Leadership in Health Sciences	3	AU
HTHRHSC 7250 - ONL	Teaching and Curriculum in the Health & Rehabilitation Sciences	3	SP
HTHRHSC 7350 - ONL	Issues and Policy in Health Sciences	3	SP
HTHRHSC 7883-ONL	Responsible Conduct of Research <b>(required)</b>	3	SU
<b>RESEARCH METHODS &amp; DESIGN (2-3 credit hours)</b>			
HTHRHSC 5900 - ONL	Health Sciences Research Interpretation and Applications	3	AU, SP
HTHRHSC 7900 - ONL	Evidence-based Practice I	1	AU, SP
HTHRHSC 7910 - ONL	Evidence-based Practice II	1	AU, SP
<b>RESEARCH HOURS FOR THESIS AND NON-THESIS (minimum of 2 credit hours)</b>			
HTHRHSC 7990	Non-Thesis Research (TBD with advisor)	2	SU, AU, SP

### **OPEN ELECTIVES**

<b>See Attached List of Open Electives</b> <b>16 credit hours (courses counted as CORE cannot be duplicated as electives)</b>
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## Health and Rehabilitation Sciences MS Program

### Open Electives

Course #	Course Title	Credits	Term
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#### ELECTIVES OPTIONS

Available to any HRS MS student			
HIMS 5610-ONL	Medical Coding for Clinical Practice	3	AU
HIMS 5551-ONL	Healthcare Reimbursement for Practitioners	3	TBD
HIMS 5661-ONL	Applied Healthcare Analysis	3	SP
HIMS 5635-ONL	Quality Management and Performance Improvement	3	AU
HIMS 5660-ONL	Healthcare Financial Management	3	SP
HIMS 5650-ONL	Information Technology	3	SP
HIMS 5700-ONL	Project in Health Information Management Systems	3	AU
HIMS 5550-ONL	Human Factors in Healthcare	3	AU
HTHRHSC 5000	Interdisciplinary Case Management for Working with Underserved Pop	3	SU, AU, SP
HTHRHSC 5100-ONL	Intro to Assistive Technology	3	SU, AU, SP
HTHRHSC 5200-ONL	Assistive Technology for Seating and Mobility	3	SP
HTHRHSC 5300-ONL	Management Principles and Human Resources for Health Care Professionals	3	AU, SP
HTHRHSC 5350-ONL*	Case Studies in Health Sciences	3	AU, SP
HTHRHSC 5370-ONL	U.S. Healthcare Policy and Delivery System	3	AU, SP
HTHRHSC 5400-ONL	Computers, Communication, and Control Tech for Individuals with Disabilities	3	AU
HTHRHSC 5450-ONL	Assistive Technology for Sports and Recreation	3	SP
HTHRHSC 5500-ONL*	Intro to Pathophysiology	3	AU, SP
HTHRHSC 5510-ONL	Pharmacological Aspects of Practice in HRS	2	AU, SP
HTHRHSC 5550-ONL	Survey of Sports Medicine	3	SP
HTHRHSC 5600-ONL	Global Aging	3	AU, SP
HTHRHSC 5608	Skeletal Biology	3	SP
HTHRHSC 5610	Death, Loss, and Grief in Multiple Perspectives	3	AU, SP
HTHRHSC 5620	Aging, Accessibility, and Design	3	TBD
HTHRHSC 5650	Aging and Public Policy Issues	3	AU
HTHRHSC 5660	Long Term Care Services Across the Continuum	3	SP
HTHRHSC 5700	Multifaced and Interdisciplinary Perspectives on Adolescent Mental Health	2	TBD
HTHRHSC 5860-ONL	Augmentative and Alternative Communication for Multidisciplinary Professionals	3	SP
HTHRHSC 5880.01	Interprofessional Education Seminar on Interprofessional Care	2	TBD
HTHRHSC 5880.03	Interprofessional Education Seminar on Ethical Issues Common to Helping Professions	2	TBD
HTHRHSC 5895	Food Insecurity and Food Assistance Programming and Policy in the U.S.	3	AU
HTHRHSC 5900-ONL*	Health Sciences Research: Interpretation and Applications	3	AU, SP
HTHRHSC 6193-ONL*	Graduate Independent Studies	1-3	SU, AU, SP
HTHRHSC 6295-ONL	Global Health Disability Seminar	2	AU
HTHRHSC 6700-ONL	Global Aging	3	SP
HTHRHSC 7200-ONL	Teaching in Health Sciences	2	TBD

HTHRHSC 7250 -ONL	Teaching and Curriculum in the Health & Rehabilitation Sciences	3	SP
HTHRHSC 7289-ONL*	Practicum: Educational	1-4	SU, AU, SP
HTHRHSC 7300 -ONL	Management and Leadership in Health Sciences	3	AU
HTHRHSC 7350-ONL	Issues and Policy in Health Sciences	3	SP
HTHRHSC 7400	Injury Biomechanics: Topics in Mechanisms and Prevention	3	SP
HTHRHSC 7410	Advanced Structure and Function of the Human Body	5	SP
HTHRHSC 7411	Injury Biomechanics: Foundations of Experimental Tech.	4	SP
HTHRHSC 7574	Mixed Methods Approaches for Policy-Related Research	3	SP
HTHRHSC 7595	Translational Neuroimmunology	1	AU, SP
HTHRHSC 7650	Interdisciplinary Case Studies in Clinical Gerontology	2	SP
HTHRHSC 8680	Experimental Methods in Biomechanics	3	SP

\*Courses with both online and in-person offerings

\*\*This courses list is not extensive as students are welcome to supplement open electives in HRS with courses in other units across campus to fill their cognate areas (in consultation with their advisor).

**APPENDIX C:**  
**OTDI MOU**

# Memorandum of Understanding

## Digital Learning and Student Success

### Between

College/Department: Health and Rehabilitation Sciences

### And

Office of Technology and Digital Innovation  
The Ohio State University

## Purpose

This Memorandum of Understanding (MOU) is entered into by and between the Office of Technology and Digital Innovation, Digital Learning and Student Success and the above College/Department to facilitate the launch of the online program outlined below.

Program name: MS Health and Rehabilitation Sciences

Program level: Master

Approval process (New, **Change of Delivery**, Certificate): This degree revision has been approved by HRS Graduate Studies Committee and HRS Curriculum Committee. It has full support of our Interim Director, Dr. Amy Darragh and the Vice Dean of Education in the College of Medicine- Dr. Dan Clinchot.

Has this program been approved in the past (e.g. on-ground approval)? **Yes** No

If Yes, please explain: This MS has been approved previously but we are requesting the addition of a distance delivery option with <50% revision of the curricula for the existing MS Health and Rehabilitation Sciences.



Will the new approval replace or operate in conjunction with the existing approval?

Yes

No

Will this program have a different fee structure from what would normally be assessed similar students at the university?

Yes

No

If Yes, please explain:

Total credit hours for program: 30

Total number of courses for program: 10

- **Core courses:** HTHRHSC 6975 Introduction to Graduate Studies (3hrs) and HTHRHSC 7883 Responsible Conduct of Research (3hrs) are required plus one additional core course option to total *9 credit hours*
- **Research methods and design:** *2-3 credit hours*
- **Open electives/cognate area of interest:** *16 credit hours* determined by student and advisor
- **Research hours:** HTHRHSC 7990 Non-Thesis Research (*2 credit hours*) to be completed under faculty advisor
- **Completion of non-thesis (Plan B) project (2 credit hours)**

Percentage of courses offered online: Currently, 17 courses within the cognate areas are completely approved online. Within our core courses, 1 course is currently online – it is our goal to convert the rest to include an online section of each course.

If other, please explain:

Onsite Activities:

- Optional (e.g. orientation): None
- Required (e.g. clinical): None



Anticipated semester of first cohort: **SP 24**

Anticipated date to begin recruiting and enrolling: **AU 23**

Total number of anticipated students, semesterly over the first five years, beginning with the first semester in which you intend to enroll your first cohort:

	Summer	Autumn	Spring	Total
Year 1 AY_____	1	5	4	10
Year 2 AY_____	2	10	8	20
Year 3 AY_____	3	15	12	30
Year 4 AY_____	4	20	16	40
Year 5 AY_____	5	30	15	50

## College/Department Contacts

College/Department:

Amy Darragh.6, PhD,OTD

Faculty/Program Director (*responsible for instructor and course coordination*):

Amanda Agnew.17, PhD- Director of Graduate Studies



Primary Contact, if different from Faculty/Program Director:

Ashley McCabe.220, MS- Graduate Program Manager

College Fiscal Officer:

Karim Berdiev.1, JD, MPA, MBM

Program Marketing Contact:

*See “Conduct Marketing to Drive Applications to the Online Program” under Department/College Responsibilities. If no contact is given, the Faculty/Program Director will fill this role.*

Lynn Howell.530

Contact for State Authorization compliance:

*See “Participate in Compliance Activities” under Department/College Responsibilities. If no contact is given, the Faculty/Program Director will fill this role.*

Marcia Nahikian-Nelms.1, PhD

Additional college/contacts:



## Term of MOU

This MOU will begin effective October 2022 and will be discussed and reaffirmed every three years at the start of the next fiscal year on July 1, however continual dialogue will ensue to ensure the involved parties are evaluating the partnership. This MOU does not automatically renew. At the end of this term June 30<sup>th</sup>, 2026 a new MOU will be created. Should the online program end at any time, the DE budget model will remain in effect for three years from the end point of the online program in order for the budget model to self-adjust and close, given that the budget model operates on a one-year lag, two-year average from the start of the online program.

## Digital Learning and Student Success Responsibilities:

**The Office of Technology and Digital Innovation (OTDI) entering into this agreement will partner with Colleges to:**

### Secure Approval

1. Consult and recommend options as state authorization related considerations arise
  - a. Consult and support college understanding of rules and regulations
  - b. Engage in prioritization strategy to support the unit's goals
  - c. Communicate the program's authorization status to the college

### Program Administration

1. Consult and recommend best practices for course approval, student labeling, and budget forecasting.

### Participate in Compliance Activities

1. Actively monitor regulations and participate in regional and national state authorization networks to provide recommended best practices to seek and maintain required authorizations.

### Partner to Build Online Courses Based on Best Practice





1. OTDI will collaborate with the college at least one semester prior to each course's first offering term on the curricular and technical solutions for online course design based on best practice by providing expertise on the following:
  - a. Elements of course format, rigor, and integrity that affect delivery mode, based on university policies (tracking attendance with at least one student activity each week, credit hour equivalency), federal policies, and accreditation standards
  - b. Best practices for promoting and maintaining the academic integrity of the courses, including assignment design and technical solutions
  - c. Course templates that provide students with consistent, clear navigation and online course expectations based on best practices
  - d. Formats and platforms for course activities and materials that are supported by university technical requirements and optimal for distance delivery
  - e. Evidence-based recommendations about teaching strategies in online courses
  - f. Technical and instructional mechanisms that facilitate the program's assessment of student learning across courses
2. Provide instructional design consultation and production support for each course, including an initial semester-long (14-week) offering of support, tailored to the instructor's needs and any program requirements. OTDI will plan for staffing availability based on the course design schedule (see Appendix C: Course Design Schedule). This schedule will be confirmed with the Faculty/Program Director each semester and support for instructors/courses added to the schedule after confirmation is received, or for instructor changes, will be provided as OTDI's staffing allows.
3. Collaborate with the college to provide support for course revision with current instructors every three years following the initial instructional design support term.
4. Share expertise on accessibility best practices expected for courses of all modalities at Ohio State and provide referrals to local Accessibility Coordinator.
5. Provide professional learning opportunities for faculty/instructors/students through OTDI and in ongoing partnership with other campus units; promote these opportunities directly with program instructors.
6. Provide additional consultation to instructors associated with the program (as indicated in the attached course design schedule or updated by a program Faculty/Program Director or other contact), including:



- a. Opportunities for consultation from the instructional design team before, during, or after the first term when a course is taught following OTDI course design support
- b. Consultation and pathways for professional learning for additional instructors who begin teaching a course before the scheduled three-year revision support

## Conduct Marketing to Drive Applications to the Online Program

1. Digital Learning and Student Success marketing is the unit responsible for promoting the Ohio State Online sub-brand and its programs. A Digital Learning and Student Success marketing representative will work with leaders from each program, internal stakeholders and external agencies to design an annual, individualized marketing plan best suited to drive perspective students to a program.

Digital Learning and Student Success marketing services include:

- a. A presence on [online.osu.edu](https://online.osu.edu) that includes web development and copywriting (all programs)
  - b. Inclusion in digital and non-digital brand marketing campaigns (all programs)
  - c. Program-specific marketing
    - i. Tactics that may be employed include digital advertising, traditional advertising, written and visual storytelling, student journey mapping, and landing page development, among other strategies.
    - ii. Market research insights can be provided to inform program demand, identify competitors, determine alumni outcomes and more.
2. Partner with programs, where applicable, to submit data to the *U.S. News and World Report* for Best Online Programs Rankings Survey

*Note: Marketing will only be conducted in states/countries in which the program has been authorized*

## Provide Student Support to Online Learners

1. Actively engage in discussions with stakeholders across campus to promote the support of distance education students and research national trends in distance education student support



# College/Department Responsibilities:

**College/Department entering into this agreement will partner with OTDI to:**

1. Engage with the Digital Learning and Student Success Marketing Team to conduct market research to understand program viability and inform program development.

## Secure Approval

1. Secure approval from the following, where applicable:
  - a. Department
  - b. College
  - c. Graduate School
  - d. Council on Academic Affairs (CAA)
  - e. University Senate
  - f. Board of Trustees
  - g. Department of Higher Education
  - h. Accreditation Provider
2. Contact the university budget office and request a distance-education-specific fee table. Differential fees must be approved by the Board of Trustees, if applicable.
3. Contact Student Financial Aid and Office of Student Academic Success to determine initial enrollment term
4. Meet the program standards set forth by your accrediting body (if applicable) for alternative delivery modes

## Program Administration

1. Submit applicable courses for online delivery and any course revisions to [curriculum.osu.edu](http://curriculum.osu.edu) (after CAA approval of program)
2. Label students in the Student Information System with the Distance Education subplan (ONL)
  - a. Please note that the Distance Education Budget Model only applies to students labeled with the ONL subplan



3. Collaborate with Admissions to create an application
4. Develop and maintain a website or webpage for the program that links to the application
5. Incur additional costs not covered by the Distance Education Budget Model, if applicable, associated with distance education programming (e.g. staff or funding to provide consistent support and services to students, faculty, and staff associated with online programs as provided to those for on-ground programs)
6. Collaborate with the Digital Learning and Student Success marketing team
  - a. Work in tandem with Digital Learning and Student Success marketing to design annual marketing plan
  - b. Partner with Digital Learning and Student Success marketing to financially support agreed-upon marketing tactics as outlined in the marketing plan. To maximize the program's potential, each college must invest in its own marketing. The college must allocate the appropriate resources in order to reach each program's enrollment goals. (See College Marketing Responsibilities, attached)
  - c. Regularly share application and enrollment numbers to inform marketing strategy (in the absence of a centralized customer relationship management (CRM) system)
7. Identify a Faculty/Program Director or designee to meet with OTDI on a semester basis to confirm course design schedule, faculty/instructor participation, share information such as strategies and future plans, updates and feedback regarding the program and OTDI support.

## Participate in Compliance Activities

1. Collaborate with OTDI on state authorizations and state professional licensing board approvals for programs in a licensed field
  - a. Identify a state authorizations liaison to serve as the connection to the state authorization team
  - b. Upon request, provide program, instructor and faculty information to the state authorization team
  - c. Provide required professional licensing board disclosures in writing to potential and enrolled students

- d. Communicate to prospective students regarding their eligibility to enroll in the program and seek federal financial aid based on the program's authorization status
  - e. Notify OTDI of states/countries from which you would like to enroll students during initial State Authorization consultation and if changes arise
  - f. Post a link to the Ohio State Online disclosures webpage ([go.osu.edu/disclosures](https://go.osu.edu/disclosures)) on the program webpage maintained by the college
  - g. Notify the state authorization team and the appropriate state authorization liaison regarding any changes in physical presence activities outside Ohio, such as:
    - i. Establishing a physical location for students to receive synchronous or asynchronous instruction
    - ii. Establishing an administrative office or providing office space for staff
    - iii. Conducting on-ground supervised field experiences such as clinicals, practicums, student teaching or internships
    - iv. Placing more than 10 students simultaneously at a single placement site (e.g., a hospital)
    - v. Requiring students to meet in person for instructional purposes more than twice per semester
    - vi. Carrying out field study or research at a field station
  - h. Faculty/Program Director and instructors are recommended to participate in OTDI distance education training
    - i. "State Authorization 101" BuckeyeLearn course
2. Complete Appendix B of this document to add clarity to desired program state authorization direction

## Partner to Build Online Courses Based on Best Practice

1. College will collaborate with OTDI on curricular and technical solutions to design online courses based on best practice, at least one semester prior to first offering term. OTDI will provide expertise as outlined in the "Partner to Build Online Courses Based on Best Practice" section of the Digital Learning and Student Success Responsibilities.
2. Provide administrative support to facilitate OTDI instructional design scheduling for each course in the program, based on the course design schedule below. To allow for adequate support staffing from OTDI, communicate changes to that schedule at least



one semester before the OTDI support would begin for each course. Schedule changes or new instructors made after that window will receive OTDI support as staffing allows.

3. Collaborate with OTDI to coordinate support for the revision of courses every three years after the initial OTDI course design support term.
4. Encourage faculty/instructors to participate in professional learning opportunities, including those offered through OTDI as well as other university partners, such as the Michael V. Drake Institute for Teaching and Learning.
5. Provide updates to OTDI about course instructor changes that necessitate additional consultation support from OTDI (e.g., a new instructor beginning to teach an existing course before its three-year revision support).
6. Complete Appendix C of this document to add clarity to desired program course design direction

## Conduct Marketing to Drive Applications to the Online Program

1. **Designate a Dedicated Marketing Liaison**– Designate a marketing professional in the college to support the program marketing strategy. The marketer will serve as the college’s liaison to the Digital Learning and Student Success marketing team and will work with the faculty/program director and other college marketing and communications professionals to conduct marketing activities as noted in the program’s annual marketing plan.
2. **Establish Marketing Budget** – Work with the Digital Learning and Student Success marketing team to establish an appropriate marketing budget to meet the program’s enrollment goals.
3. **Create a Strong Web Presence** – An optimized web presence is the most critical asset for marketing the online program. Stakeholders in the college must have access to the content management system (CMS) to make necessary changes and enhancements to the program’s web page(s) on the college or department’s website.
4. **Participate in Promotional Activities** – Build awareness of your online program to increase brand recognition and convert prospective students into applicants. Activities for which the college must participate in include but are not limited to:
  - a. Recruitment activities to nurture leads
  - b. Content marketing (storytelling, social media, gated content, info sessions)
  - c. Email marketing (list acquisition, awareness generation through newsletters, etc.)



- d. Partnering with OTDI, where applicable, to submit data to the *U.S. News and World Report* for Best Online Programs Rankings Survey
5. Complete Appendix A of this document to add clarity to desired program marketing direction

## Provide Student Support to Online Learners

1. Collaborate with relevant student support services (Disability Services, Writing Center, Libraries, Military and Veterans Services, etc.) to ensure resources available across campus are made known to learners and that student needs are met.
2. Ensure compliance with applicable university policy expected for courses of all modalities at Ohio State, including provisions of the [Digital Accessibility Policy](#) to include obtaining approved [Accommodation-Based Exceptions](#), when needed. College/Department will be responsible for the costs associated with these accommodations as well as accommodations for utilized tools outside of the Ohio State supported toolset.
3. Identify student technology support for tools only used by your program or those outside of the supported university toolset (Toolset Services: [teaching.resources.osu.edu/toolsets](https://teaching.resources.osu.edu/toolsets)).

## Major Deliverables

High level deliverables that will be provided by OTDI:

- OTDI will design courses in partnership with faculty/instructors at least one if not two semesters prior to first offering term
- OTDI will conduct all state authorization and licensing board research prior to the program application for admission opening
- OTDI will create an annual marketing plan specific to the program.

## Pricing and Billing

OTDI Digital Learning and Student Success services are funded through the Distance Education Budget Model that was created by the University Senate Fiscal subcommittee to incentivize colleges to develop online programs. Beyond the OTDI services listed in this MOU, the Budget Model also supports the learning technology toolset at Ohio State such as Canvas, Zoom, Proctorio, and ExamSoft, open courses, and the ability to provide program data. The OTDI Steering Committee; Student-Athlete Advisory Committee; Council on Distance Education Libraries, and Information Technology; Council on Academic Affairs; and Council on



Enrollment and Student Progress provide governance to OTDI work and services. Please review and complete all appendices and attachments.





## APPENDICES

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# Appendix A: Marketing and Communications

Digital Learning and Student Success marketing is the unit responsible for promoting the Ohio State Online sub-brand and its programs, but it is crucial for each college to participate in marketing activities to reach your target audiences, be competitive in the marketplace, and increase enrollments year over year.

The below are highly recommended activities for your program's success.

For this program, does your college plan to do any of the following?

	Yes/No
Leverage market research to inform program design?	Yes – copy of EAB scan is included in appendices of the proposal
Consider and partner with <u>Ohio State's Office of Innovation and Economic Development</u> to identify corporate partnership opportunities? (Note: OTDI can provide an introduction) (e.g. <u>Third-Party Contract Courses</u> )	Yes
Conduct paid advertising specific to this online program?	Yes
Leverage a customer relationship management (CRM) system to track and nurture prospective Ohio State Online students?	Yes
Engage in virtual programming for perspective students?	Yes



## Appendix B: State Authorization

	Yes/No
Does this program potentially lead to a professional license or certification?	No
Will this program be marketed as leading to a professional license or certification?	No
Is professional licensure or certification a prerequisite for enrollment in the program?	No

For this program, does your college plan to do any of the following outside of Ohio:

	Yes/No
Enroll students located outside Ohio?	Yes
Establish a physical location for students to receive synchronous or asynchronous instruction?	No
Establish an administrative office or provide office space outside of Ohio for staff?	No
Conduct on-ground supervised field experiences such as clinicals, practicums, student teaching or internships?	No
Place more than 10 students simultaneously at a single placement site (e.g., a hospital)?	No
Require students to meet in person for instructional purposes more than twice per semester?	No
Carry out field study or research at a field station?	Yes



## Appendix C: Course Design Schedule

In order for OTDI to plan appropriately and provide every instructor with the highest quality support possible, we request specific information regarding courses that comprise a program's curriculum. This information is outlined in the table below, with required columns denoted with an asterisk. The course design schedule will be confirmed with the Faculty/Program Director each semester.

*Note: the information in the first row of the table is included only to provide an example of how the information should be formatted.*

<b>Course Code and Name*</b>	<b>Current Delivery Mode(s)* (how course has been offered previously: in person, hybrid, distance learning, N/A - new course)</b>	<b>Instructor (first name, lastname.number)</b>	<b>Anticipated Course Design Term* (OTDI course design support for instructor; one semester or more ahead of first offering)</b>	<b>First Offering Term* (when class is first offered online as part of this online program)</b>
HTHRHSC 6795- Introduction to Graduate Studies	DL	McCabe		
HTHRHSC 5000- Interdisciplinary Case Management for Working with Underserved Populations	HY			
HTHRHSC 5300- Healthcare Management and Human Resources	DL			



HTHRHSC 7300- Management and Leadership in Health Sciences	HY	Appling		
HTHRHSC 7200- Teaching in the Health Sciences				
HTHRHSC 7350- Issues and Policy in Health Sciences	In Person	Clutter		
HTHRHSC 7900 - Evidenced Based Practice	DL	Quatman-Yates		
HTHRHSC 7999 Thesis Research				
HTHRHSC 7990 Non- Thesis Research				
HTHRHSC Research Practicum				



# Signatories

By signing this MOU, all groups agree to be active partners and to abide by this agreement:

DocuSigned by:

*Amanda M Agnew*

8441E82037E4430

Amanda Agnew.17, PhD, Director of Graduate Studies

09/30/2022

Date

DocuSigned by:

*Amy Darragh*

9BEE277495C24DF...

Amy Darragh.6, PhD, OTR/L, FAOTA

09/30/2022

Date

DocuSigned by:

*Karim Berdiev*

0FDB775B299B440...

College Fiscal Officer Karim Berdiev.1, JD

10/05/2022

Date

DocuSigned by:

*Carol R Bradford*

A85E2887243B451...

Dean Carol Bradford.885, MD

10/11/2022

Date

DocuSigned by:

*Robert Peter Griffiths*

B8CDF1EF93BA469...

Chief Digital Learning Officer

10/12/2022

Date



**Certificate Of Completion**

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Status: Completed

Subject: Complete with DocuSign: OTDI MOU MS Health and Rehabilitation Sciences

Source Envelope:

Document Pages: 18

Signatures: 5

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Initials: 0

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Envelope Originator:

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1050 Carmack Rd

Columbus, OH 43210

bane.17@osu.edu

IP Address: 69.171.202.245

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bane.17@osu.edu

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**Signer Events**

Amanda M Agnew

agnew.17@osu.edu

The Ohio State University

Security Level: Email, Account Authentication  
(None)**Signature**DocuSigned by:  
  
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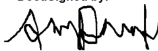
Not Offered via DocuSign

Amy Darragh

darragh.6@osu.edu

Professor and Interim Director, School of Health and  
Rehabilitation Sciences

The Ohio State University

Security Level: Email, Account Authentication  
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**Electronic Record and Signature Disclosure:**

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Karim Berdiev

berdiev.1@osu.edu

The Ohio State University

Security Level: Email, Account Authentication  
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**Electronic Record and Signature Disclosure:**

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Carol R Bradford

bradford.885@osu.edu

Dean, College of Medicine

The Ohio State University

Security Level: Email, Account Authentication  
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Signer Events	Signature	Timestamp
Robert Peter Griffiths griffiths.44@osu.edu The Ohio State University Security Level: Email, Account Authentication (None)	<div>DocuSigned by: <i>Robert Peter Griffiths</i> B8CDF1EF93BA469...</div> <div>Signature Adoption: Pre-selected Style Using IP Address: 65.185.56.19</div>	Sent: 10/11/2022 3:47:41 PM Viewed: 10/12/2022 8:32:06 AM Signed: 10/12/2022 8:32:16 AM

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Editor Delivery Events	Status	Timestamp
Agent Delivery Events	Status	Timestamp
Intermediary Delivery Events	Status	Timestamp
Certified Delivery Events	Status	Timestamp
Carbon Copy Events	Status	Timestamp

Cindy Leavitt leavitt.75@osu.edu Security Level: Email, Account Authentication (None)	<b>COPIED</b>	Sent: 10/12/2022 8:32:20 AM
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Kristina Davis davis.1724@osu.edu Interim Director of Finance The Ohio State University Security Level: Email, Account Authentication (None)	<b>COPIED</b>	Sent: 10/12/2022 8:32:22 AM
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Jennifer L Simmons simmons.232@osu.edu df The Ohio State University Security Level: Email, Account Authentication (None)	<b>COPIED</b>	Sent: 10/12/2022 8:32:28 AM
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Gail Martineau martineau.18@osu.edu The Ohio State University Security Level: Email, Account Authentication (None)	<b>COPIED</b>	Sent: 10/12/2022 8:32:30 AM
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<b>Electronic Record and Signature Disclosure:</b> Not Offered via DocuSign		
Lisa N Delaney delaney.177@osu.edu The Ohio State University Security Level: Email, Account Authentication (None)	COPIED	Sent: 10/12/2022 8:32:35 AM
<b>Electronic Record and Signature Disclosure:</b> Not Offered via DocuSign		
Ashley McCabe mccabe.220@osu.edu Graduate Program Manager The Ohio State University Security Level: Email, Account Authentication (None)	COPIED	Sent: 10/12/2022 8:32:38 AM Viewed: 10/12/2022 8:35:21 AM
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Marcia Louise Nahikian-Nelms nahikian-nelms.1@osu.edu The Ohio State University Security Level: Email, Account Authentication (None)	COPIED	Sent: 10/12/2022 8:32:43 AM Viewed: 10/12/2022 8:46:42 AM
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**APPENDIX D:**  
**HRS MS Proposed Advising Sheets**

Advising Sheet Template  
MS in Health and Rehabilitation Sciences  
*Advanced Practice Focus – On Ground/Distance Enhanced or Online*

Name \_\_\_\_\_  
Start Term \_\_\_\_\_

## Core Courses

Minimum of 9 credit hours (choose 1 additional course)

Course Name	Department	Number	Credits	Grade	Professor	Semester/Year Taken	Delivery Mode
Intro to Graduate Studies <b>(required)</b>	HTHRHSC	6795	3				
Responsible Conduct of Research <b>(required)</b>	HTHRHSC	7883	3				
(Student Choice)							

## Research Methods and Design

Minimum of 2-3 credit hours

Course Name	Department	Number	Credits	Grade	Professor	Semester/Year Taken	Delivery Mode

## MS Non-Thesis Research

Minimum of 2 credit hours

Course Name	Department	Number	Credits	Grade	Professor	Semester/Year Taken	Delivery Mode
Non-Thesis Research	HTHRHSC	7990	1-2				
Non-Thesis Research	HTHRHSC	7990	1-2				

## Open Electives

Minimum of 16 credit hours

Course Name	Department	Number	Credits	Grade	Professor	Semester/Year Taken	Delivery Mode

## Candidacy Committee Members

All committee members must have graduate faculty M status; however, the third committee member may be external if petitioned and approved through Gradforms.

	Faculty Member	Area of Expertise	Signature
Advisor			
2nd Member			
3rd Member			

Advising Sheet Template  
MS in Health and Rehabilitation Sciences  
*Research Focus – On Ground/Distance Enhanced or Online*

Name \_\_\_\_\_  
Start Term \_\_\_\_\_

## Core Courses

Minimum of 9 credit hours (choose 1 additional course)

Course Name	Department	Number	Credits	Grade	Professor	Semester/Year Taken	Delivery Mode
Intro to Graduate Studies <b>(required)</b>	HTHRHSC	6795	3				
Responsible Conduct of Research <b>(required)</b>	HTHRHSC	7883	3				
(Student Choice)							

## Research Methods and Design

Minimum of 10 credit hours

Course Name	Department	Number	Credits	Grade	Professor	Semester/Year Taken	Delivery Mode
Research Practicum <b>(required)</b>	HTHRHSC	7998	2				

## MS Research

Minimum of 2 credit hours

Course Name	Department	Number	Credits	Grade	Professor	Semester/Year Taken	Delivery Mode
Thesis Research	HTHRHSC	7999	1-2				
Thesis Research	HTHRHSC	7999	1-2				

## Open Electives

Minimum of 9 credit hours

Course Name	Department	Number	Credits	Grade	Professor	Semester/Year Taken	Delivery Mode

## Candidacy Committee Members

All committee members must have graduate faculty M status; however, the third committee member may be external if petitioned and approved through Gradforms.

	Faculty Member	Area of Expertise	Signature
Advisor			
2nd Member			
3rd Member			

**APPENDIX E:**  
**Advisor Agreement Form**

**Potential Advisor Agreement Form**  
**MS in Health and Rehabilitation Sciences**

---

**Applicant Name:**

*The potential faculty advisor for a student applying to the SHRS Health and Rehabilitation Sciences MS program must check statements below, as appropriate, and sign this form.*

I have communicated with this applicant and his or her research interests seem to align with mine.

I have seen the complete application packet for this applicant and am satisfied with the student's academic record and preparation.

If this student is admitted, I will act as his or her advisor pending satisfactory progress in the program.

I am requesting SHRS support to fund this student in year 1 (not required).

I am requesting SHRS support in the form of a GTA (not required).

If admitted, I plan to fund this applicant as follows (not required):

Year 1

Year 2

Agreement to act as a potential advisor is prerequisite to admission, but does not equal admission. Faculty may encourage multiple applications for each position they may have available. Once all applications are received, the faculty in conjunction with the Graduate Studies Committee will choose whether to admit each student based on academic qualifications, fit with the MS program, and fit with the faculty member's research. Therefore, a student may succeed in finding a potential advisor but not succeed in gaining admission to the program.

By signing this form, I agree to enter into an active, working partnership with the student and will provide accountable mentorship and be accessible to the student. I understand I will be responsible for guiding the student with curriculum choices, committee selections, program requirements, and overall professional development. Additionally, I am responsible for fostering rigorous MS-quality thesis/non-thesis research that the student will engage in within my research program.

**Potential Advisor Signature****Date**

**APPENDIX F:**  
**Projected Revenue for Distance Delivery**  
**MS option in HRS**



**Appendix F: Office of Distance Education and eLearning (ODEE)**  
**Distance Education Program Revenue *Projection - DRAFT***

<b>College:</b>	<b>College of Medicine</b>
<b>Program Name:</b>	<b>MS Health and Rehabilitation Sciences</b>

<b>Number of Courses:</b>	<b>10</b>
<b>Total Credit Hours</b>	<b>30</b>
<b>Rank</b>	<b>Graduate</b>
<b>Residency (in/Out State Split)</b>	<b>50% eligible</b>

Rank		1st year	2nd year	3rd year	4th year	5th year
<b>Graduate</b>	<b># of Courses</b>					
	<b># of Students</b>	10 Students	20 Students	30 Students	40 Students	50 Students
	<b># of Credit Hours</b>	30 Cr Hours	30 Cr Hours	30 Cr Hours	30 Cr Hours	30 Cr Hours
	<b>Total Credit Hours of Instruction</b>					
	<b>Instructional Fee</b>					
	<b>Fees - Effective Rates</b>		\$1,006.34	\$1,006.34	\$1,006.34	\$1,006.34
	<b>State Subsidy</b>		\$407.33	\$407.33	\$407.33	\$407.33
	<b>Projected Fees</b>		\$0	\$0	\$0	\$0
	<b>Projected Subsidy</b>		\$0	\$0	\$0	\$0
	<b>Projected Revenue Generated</b>	\$0	\$0	\$0	\$0	\$0

<b>Marginal Revenue</b>	\$0	\$0	\$0	\$0	\$0
-------------------------	-----	-----	-----	-----	-----

<b>Support Units Tax rate</b>	24%	24%	24%	24%	24%
<b>Support Units Tax</b>	\$0	\$0	\$0	\$0	\$0
<b>Cumulative Support Units Tax</b>	0	0	0	0	0
<b>Net Margin</b>	\$0	\$0	\$0	\$0	\$0

<b>Colleges Share %</b>	70%	70%	80%	80%	80%
<b>Colleges Share - Annual PBA</b>	\$0	\$0	\$0	\$0	\$0
<b>Colleges Share (Cumulative Cash Generated)</b>	\$0	\$0	\$0	\$0	\$0

<b>ODEE Share %</b>	30%	30%	20%	20%	20%
<b>ODEE Share Annual PBA</b>	\$0	\$0	\$0	\$0	\$0
<b>ODEE Share (Cumulative Cash Generated)</b>	\$0	\$0	\$0	\$0	\$0

<b>Current Budget Model:</b>					
SSA 1 - Student Service Assessment 1 - UG - \$118.12		\$0	\$0	\$0	\$0
SSA 2 - Student Service Assessment 2 - Grad - \$492.26		\$0	\$0	\$0	\$0
SSA 3 - Student Service Assessment 3 - \$4.36		\$0	\$0	\$0	\$0
<b>Total Current Assessments</b>	\$0	\$0	\$0	\$0	\$0

<b>College Assessment savings under new model</b>	\$0	\$0	\$0	\$0	\$0
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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 FY18 rates:*

	<i>Fees</i>	<i>Subsidy</i>
<i>Undergraduate</i>	\$389.58	\$217.18
<i>Graduate</i>	\$1,006.34	\$407.33

**Undergraduate:**

<b>UG Unweighted (simulates fees) Resident</b>	\$389.58	\$389.58	\$389.58	\$389.58	\$389.58
<b>UG Unweighted (simulates fees) Non-Resident</b>	\$394.58	\$394.58	\$394.58	\$394.58	\$394.58
<b>UG Weighted (simulates SSI bac1,2 blend)</b>	\$217.18	\$217.18	\$217.18	\$217.18	\$217.18

**Graduate**

<b>Grad Fees - Resident</b>	\$1,006.34	\$1,006.34	\$1,006.34	\$1,006.34	\$1,006.34
<b>Grad Fees - Non Resident</b>	\$1,011.34	\$1,011.34	\$1,011.34	\$1,011.34	\$1,011.34
<b>Grad Subsidy</b>	\$407.33	\$407.33	\$407.33	\$407.33	\$407.33

	<b>Undergrad</b>	<b>Graduate</b>
<b>Residency (in/Out State Split)</b>	50% eligible	50% eligible
<b>Instructional Fee</b>		
<b>Fees - Effective Rates</b>	\$389.58	\$1,006.34
<b>Non-Resident</b>	\$394.58	\$1,011.34
<b>State Subsidy</b>		
<b>per Credit Hour</b>	\$217.18	\$407.33

**APPENDIX G:**  
**Letters of Support**

September 23, 2022

Graduate Studies Committee  
School of Health and Rehabilitation Sciences  
The Ohio State University

Dear HRS Curriculum Committee:

The Graduate Studies Committee of the School of Health and Rehabilitation Sciences has reviewed and voted to approve the Master of Science Online Proposal which is less than a 50 percent change to the current program structure.

Ultimately, these additions will allow our MS program to grow by circumventing some of the barriers that have historically prevented healthcare practitioners working full-time from pursuing higher education in HRS. The proposed design also maintains the existing in-person (or distance-enhanced) option for traditional students who may wish to pursue an MS prior to entering a PhD program and require an intensive research experience.

The Graduate Studies Committee voted unanimously to approve the online proposal and feels it will be an excellent addition to the MS offering. The online component allows for more flexibility of our students while still maintaining the rigor and integrity that has always been present in the MS program.

Thank you for reviewing this approval. Please let me know if you have any questions.

Best,



**Amanda M. Agnew, PhD**

Graduate Program Director and Professor  
Health and Rehabilitation Sciences  
[amanda.agnew@osumc.edu](mailto:amanda.agnew@osumc.edu)



October 19, 2022

Curriculum Committee  
School of Health and Rehabilitation Sciences  
The Ohio State University

Dear Dr. Hunter:

On October 12, 2022, the HRS Curriculum Committee reviewed your proposal to add a distance delivery option to the MS Health and Rehabilitation Sciences. The committee voted in support of the program proposal and appreciate that you have made the following revisions.

- *The language surrounding summer term needs to be clarified. If summer courses are not required, the example used in the proposal, which includes summer term, should be eliminated or it should be noted that this is only an example of how students may complete the program.*
- *HTHRHSC 7883 is currently offered only during the summer term but is a required core course of the program. If the course remains a required core course, an offering during AU or SP terms will need to be developed for students who do not take classes during the SU term.*
- *The cover letter should state clearly that any courses not already offered in an online format will be altered to be offered in an online format for students who choose the online pathway.*
- *Appendix C – Proposed Curriculum Guides:*
  - *Core Courses: The section of each curriculum guide that explains core course requirements needs an additional statement clarifying that there are two required core courses, and students should choose one additional course.*
  - *Cognate Courses: The current structure of the curriculum guide does not make it clear that the listed courses are not exhaustive. The curriculum guide should list all options available in HRS and have a clarifying statement that there are more options outside of those listed, which can be determined between the student and their advisor. It was recommended that an additional appendix be added which lists all HRS courses that students would be able to take to fulfill these requirements.*
  - *Research Methods and Design: A clarifying statement should be added to indicate that the electives listed are not an extensive list.*



- *A statement should be added to the proposal clarifying that admissions criteria will be the same for each of the possible tracks.*
- *Table 1: Existing MS in HRS Assessment Plan*
  - *Assessment method for the Critical Thinking outcome for the Advanced practice track should be the same as the assessment method for Integration – “Thesis or non-thesis project – oral presentation and defense”.*
- *Professional Development assessment method should be based on oral defense rather than final exam results.*

We are so grateful for your program’s ongoing commitment to teaching excellence. You do not need to respond back to the committee upon receipt of this letter. Thank you.

Sincerely,

Marcia Nahikian-Nelms, PhD,RDN,LD,FAND  
Professor, Clinical  
Director, Academic Affairs



# THE OHIO STATE UNIVERSITY

---

Daniel M. Clinchot, MD  
College of Medicine

Vice Dean for Education  
Associate Vice President for Health Sciences Education

260 Meiling Hall  
370 West 9th Avenue  
Columbus, OH 43210-1238

614-688-3104 Work  
614-292-4499 Fax

Dan.Clinchot@osumc.edu

October 19, 2022

W. Randy Smith, Ph.D.  
Vice Provost for Academic Affairs  
Office of Academic Affairs  
203 Bricker Hall  
190 N. Oval Mall

Dear Randy:

The College of Medicine has reviewed and fully endorses the request for the addition of a distance delivery mode for the Masters of Science program offered in the School of Health and Rehabilitation Sciences. The addition of a distance delivery mode allows the program to better meet the demand of working healthcare practitioners or researchers attempting to advance their careers. The number of credits to completion is the same regardless of the chosen track or thesis/non-thesis option.

Please do not hesitate to contact me if I can provide further information in support of this proposal.

Sincerely,

Daniel M. Clinchot, M.D.  
Vice Dean for Education  
Associate Vice President for Health Sciences Education  
Chair, Department of Biomedical Education and Anatomy  
Harry C. and Mary Elizabeth Powelson Professor of Medicine

DMC:sl