

TO: Randy Smith, Vice Provost for Academic Programs

FROM: Graduate School Curriculum Services

DATE: **2/19/2025**

RE: Proposal to **Establish an Executive MHA** in **Public Health**

The **Division of Health Services Management and Policy** in the **College of Public Health** is proposing to **Establish an Executive Master of Health Administration**.

The proposal was received by the Graduate School on **5/29/2024**. The combined GS/CAA subcommittee first reviewed the proposal on **10/09/2024** and requested revisions. Complete revisions were received on **2/19/2025**. The proposal is supported for review at CAA.

## **CAA Subcommittee Questions and Responses on the proposal for the establishment of an Executive Masters of Health Administration (EMHA) in the College of Public Health**

1. The value proposition concerns seem possibly to be twofold. The number of units and the projected price point (~\$1.5k/unit), both seem to be on the higher end.

How is the value proposition baked into the program and differentiated when compared to other programs?

We believe the appropriate comparison market is reflected on pages 5 and 6 of the main proposal based on our discussions with similar programs, their directors, and our own direct involvement with other similar executive programs nationwide as chair, director, and/or faculty at those institutions. The proposed \$63,000 cost would put the program around the median of the top 20 ranked USNWR executive MHA programs (Note that most of the other programs have since raised their tuition somewhat from what is listed on page 6). The cost per credit hour for the 45 credit hour program is \$1400 (not \$1575 as incorrectly listed in the typo on page 5).

Executive style programs appeal to individuals with substantial work experience because of various reasons: networking, learning that reflects their current needs as organizational managers and clinician leaders, and the opportunity to learn from other students who are similarly situated. Residential programs over the past two decades have lost those students to executive programs and have gravitated to younger students (and traditional residential curricula reflect the different needs of early careerists in contrast to executive style programs that target mid-careerists and their professional needs). The current residential OSU MHA program has been similarly impacted by these changes. The market thus already differentiates itself in this regard. Similarly, the OSU brand carries significant appeal to applicants; we'd note that the residential MHA program has moved up to #5 in the most recent USNWR ranking. Within the healthcare field, the job market generally prefers individuals with MHA or similar degrees that are specialized on the health care system rather than more general degrees such as the MBA.

2. Does the biennial cohort model impact the cohesiveness of the program? Is it assumed that the community element is primarily internal to the cohort?

This is correct, although as part of the optional in person and selected other online activities, cohorts will have opportunities to interact with one another. This is typical of similar executive MHA programs.

3. Is this highly typical of programs to have a single path?

Yes, this is how most executive MHA programs are structured. In part, it reflects detailed requirements from our accrediting body, the Commission on Accreditation of Healthcare Management Education (CAHME).

4. Based upon the numbers provided only three programs at various levels in the top 20 rankings would cost more than OSU.

The market analysis reflected in the PPT slides 11-13 is somewhat broader than the executive format and includes a general online program. In addition, those programs are not ranked as highly by USNWR as our current residential MHA program (e.g., Xavier is #38; UCF is #41; U of Cincinnati #62). The more narrowly targeted universe of top-20 ranked executive MHA program costs are reflected on page 6 of the proposal. Of the 13 programs at the top 20 institutions, 5 would cost more and two are similarly priced.

5. Can you explain the per year cost. There are ~6 courses offered per a year @ \$10k per course.

- a. How has the affordability question been factored into the equation?

Please see the cost discussion above. The proposed cost is about 1/3 greater than that of the residential MHA program (\$1,050 per credit hour).

- b. To what extent is the projected enrollment conservative and how much is this factoring into the cost of the program for individual students?

The cost structure is designed to be positive at the projected enrollment figures. Given enrollment in programs such as the Xavier program, it would not be unexpected for enrollment to exceed what is listed. Many of these programs draw from their local markets even when online, and there is no CAHME accredited program in Columbus although there are multiple large health systems located here. Given that untapped market and our extant residential MHA alumni base in the local area, we would not be surprised if demand exceeded the projected figures. The cost structure has been kept low by including extant MPH-PEP classes for part of the program.

- c. Are there any concerns regarding the financial viability of the program at that price point?

No, we do not anticipate financial concerns given the structure of the program and the use of some extant courses.

6. Can you explain the per year cost. There are ~6 courses offered per a year @ \$10k per course.

a. Is there a savings of \$20-40k per a year?

The curriculum (page 11) includes 3 classes per semester (AU, SP, and SU) in year one for 9 classes total (27 credits, or \$37,800 at the proposed \$1400 per credit rate) and 3 classes per semester in the AU and SP of the second year (18 credits, \$25,200), including 15 classes in total (45 credits total, \$63,000).

b. How do these costs scale if the program shifts to running yearly cohorts. What is the switch point enrollment wise?

We anticipate moving to annual cohorts at around 40 students.

7. Can you discuss the differences in the comparables provided, specifically the *USNWR Top 20 Program in Healthcare Management Executive Program Data for AY2021-22* and *CAHME-accredited Executive Programs, fully online*, are we just looking at the in-person/hybrid programs vs. fully online? If so, is it tenable that we are what seems to be considerable over the fully online programs?

The AY21-22 programs are mostly hybrid and are listed by ranking. The other table consists of fully online programs selected to show the diversity of class size. None of the latter programs are ranked in the top 20. We believe the ranking, local market characteristics (no local CAHME accredited program and multiple large health systems), and optional recommended in person opportunities will justify the cost structure to applicants.

8. In the curriculum sheet it shows 0 and 2 vs. 1 and 1 for the Executive Skills I & II class. Should this be 1 and 1?

Yes, this is a typo. It should be 1 and 1.

9. Please comment on the overall sustainability of the projected uptrends. For example data shows growth to 2032 @ +16% in terms of the job market, is there a hidden potential for a plateau?

Given the untapped local market and the potential for regional and national growth for a fully online, top-10 ranked program, we believe that a plateau is highly unlikely. Healthcare as a sector throughout recent economic downturns continued to

experience growth that exceeded most other sectors. The flexible, online nature of the proposed executive MHA program would allow more applicants than the fixed, in person structure of the residential MHA program. That is partly why residential programs have tended to trend younger more many years.

10. OSU shows -22.7% growth in th masters space (slide titled, “Market Share, Top Five Institutions –Total Completions” on page 55). Is up from a more negative growth percentage?

We experienced smaller cohorts in the aftermath of the pandemic. The cohort size has since rebounded.



January 28, 2024

The Ohio State University Graduate School  
RE: GS/CAA Review for Executive MHA Proposal

Dear GS/CAA Members,

Attached are two copies of the modified proposal for an Executive MHA program, one with changes highlighted in yellow and the other without the changes highlighted.

1. The courses listed in the sample curriculum are the only possible pathway to this degree (page 4). There are no elective classes, all are required. The order of the classes is now listed in a separate advising sheet in Excel.
2. There are only two completely new classes (Executive Skills I and Executive Skills II, pages 4 and 12). The syllabi for these two new classes are attached and both have been approved by all applicable committees in the College of Public Health. All classes listed as MPH-PEP classes are already approved as distance education classes. The other classes currently exist as in person classes and will be submitted for approval as distance classes.
3. The "Differentiated experience" description (page 1) has been clarified to underscore that we need to explain to prospective students why our program requires more credits than some others rather than suggesting that other programs are "easier."

Please contact me at [dobalian.1@osu.edu](mailto:dobalian.1@osu.edu) regarding any questions.

Sincerely,

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## **Revised Proposal for Executive MHA Program Development**

### **College of Public Health, Division of Health Services Management and Policy**

#### **INTRODUCTION**

The Ohio State University (OSU) College of Public Health (CPH) Health Services Management and Policy (HSMP) division has developed the attached proposal to develop an Executive Master of Health Administration (EMHA). This proposed program is designed as an extension of our Commission on Accreditation of Healthcare Management Education (CAHME) accredited Master of Health Administration (MHA) program.

The MHA program's mission is to *"provide early-to mid-careerists with an exceptional educational experience encompassing the organization, financing, delivery and improvement of health care services leading to rewarding careers in health services management and policy"*. Currently, the MHA program is offered in a full-time residential format that primarily, and increasingly, attracts early careerists that are less than two years out of college. The proposed EMHA program will enable us to more completely fulfill this mission by extending our reach to a more experienced, mid-career professional.

#### **Strategic Considerations**

OSU's residential MHA program has been a national leader in healthcare management education for more than 50 years; for the last decade, we have consistently ranked in the US News and World Report (USNWR) top 10 (currently #8). Among our peers, we are one of only 5 in the USNWR top 20 that does not offer an executive, or mid-career, degree option for individuals who are already working in the field. More locally, lower ranked (Xavier) and recently accredited in AU23 (Ohio University, Cincinnati) universities are already operating executive MHA programs. Details about these programs are included in Appendix I (USNWR Top 20) and Appendix II (Ohio-based programs).

Given our program's reputation for quality education, graduate success, and enduring alumni network as well as our strong connections to health system leaders locally and nationally, we are well-positioned for success should we launch a well-designed, well-supported executive program. Considerations include:

- ***Brand integrity.*** Our greatest strength in launching this program is our well-established brand and reputation. As we develop and launch a new program it is crucial that we maintain the standards, e.g., quality faculty, strong curriculum and courses, high-touch professional/ leadership development, connection to practice and alumni, that potential students will expect.
- ***Differentiated experience.*** Mid-career learners have many options for graduate education, including some graduate education degree offerings that require fewer credits for completion, therefore it is imperative that our program offer a differentiated experience that clearly explains how the EMHA benefits students by requiring more credits and explaining that this approach is consistent with our established brand as described above. Leadership and management are high touch endeavors; possible ways to differentiate our program include offering structured leadership coaching and interactive experiences that build students' leadership competencies and support their career growth through exposure and networking.

#### **Potential Risks**

While the strong foundation and reputation of the current MHA program, as well as CPH and OSU more broadly, position the proposed program for success, we have identified potential risks that will need to be considered and mitigated as this program is developed. Identified risks and mitigation considerations are described in the table below.

| Potential Risks                                                                                                                                                        | Mitigation Strategy                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Highly competitive market, with well-established competition outside of Ohio and several-options within                                                                | Clarify brand and value-proposition for this program vis-à-vis competitors; incorporate into program design and marketing                                                                                                                                                                                                                                |
| Strong evidence of market need, but some challenges accurately estimating total demand for this degree program within specified target                                 | Leverage existing MHA relationships and networks to reach unmet need among high potential candidates; collaborate with Office of Technology and Digital Innovation (OTDI) to define and effectively reach target market.                                                                                                                                 |
| Need to clearly differentiate from other, similar CPH graduate programs, e.g. residential MHA, Master of Public Health Program for Experienced Professionals (MPH-PEP) | Collaborate with MHA, MPH-PEP, CPH Office of Academic Programs and Student Services and other CPH leaders to clearly define and differentiate target audience and educational goals and outcomes for this program.                                                                                                                                       |
| Relatively high costs for program start-up relative to initial enrollment.                                                                                             | Seek economies of scale in program design by 1) building on existing MHA program structures/processes where possible, e.g., CAHME accreditation, and 2) adapting existing HSMP courses, e.g., MPH-PEP. Evaluate and modify as enrollment grows (if enrollment is limited initially, cohorts could be staggered every other year for almost all classes). |

### Data Sources

This proposal was developed based on a comprehensive review of the following data.

- Commission on Accreditation of Healthcare Management Education (CAHME) benchmark data for accredited graduate programs in healthcare management
- Qualitative interviews with program leaders at other top graduate programs in health care management regarding program format, target market, marketing/ recruitment, opportunities and challenges
- Initial review of current Ohio-based options for a “mid-careerist,” MHA degrees e.g. 4-5 years work/ clinical experience, interested in a graduate degree in health administration

### PROPOSED PROGRAM

The proposed EMHA program will expand the current CAHME-accredited MHA program by adding an executive track. While the current residential program is designed for early careerists, many of whom have just graduated from college, the executive track will be designed for

individuals who have 4-5 years of healthcare administration and/or clinical experience. This program will use the OSU MHA program competency model and offer a similar curriculum that has been slightly modified as appropriate for a more experienced student population. The expected learning outcomes, mode of program delivery, and draft curriculum and assessment plan are detailed below.

### **Expected Learning Outcomes**

The proposed EMHA program will use the same competency model as the current residential MHA program which is designed to develop learners' competencies across five domains as outlined below and detailed in Attachment II:

| Domains                        | Competencies                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Management Functions           | MHA 1: Organizational Management<br>MHA 2: Organizational Structure and Governance<br>MHA 3: Workforce and Organizational Development<br>MHA 4: Operations Assessment and Improvement<br>MHA 5: Clinical Quality Assessment and Improvement<br>MHA 6: Information Technology Management and Assessment<br>MHA 7: Strategic and Business Planning<br>MHA 8: Financial Management |
| Health System and Policy       | MHA 9: Economic Analysis<br>MHA 10: Health Care Issues and Trends<br>MHA 11: Health Policy<br>MHA 12: Health Care Legal Principles<br>MHA 13: Population Health                                                                                                                                                                                                                 |
| Leadership and Professionalism | MHA 14: Leadership and Change Management<br>MHA 15: Impact and Influence<br>MHA 16: Professional Development<br>MHA 17: Collaboration and Working in Teams<br>MHA 18: Personal and Professional Ethics<br>MHA 19: Critical Thinking                                                                                                                                             |
| Business and Analytic Skills   | MHA 20: Written Communication<br>MHA 21: Verbal Communication<br>MHA 22: Quantitative Skills<br>MHA 23: Project Management<br>MHA 24: Performance Measurement<br>MHA 25: Problem-Solving and Decision-Making                                                                                                                                                                    |

### **Mode of Program Delivery**

Based on initial research and feedback from HSMP faculty, the initial proposal for this program is as follows though may be modified pending additional feedback from CPH leadership, OTDI, alumni, and practitioner stakeholders.

- 45 credits (median for top programs is 45, range is 37-57), 45 would be 5 semesters (including one summer between the first and second years) of 3 courses

- Mostly online, with limited in-person engagement (professional development, connection to practice, networking); the in-person component will be “voluntary” with high value-added components with a limited virtual option as feasible.
- Cohort-based – with a common start date, courses offered 1x per year and an emphasis on building community and network, another possible differentiator for this program.

### **Proposed Curriculum**

The proposed curriculum for this program is based on the residential MHA, with appropriate modifications for the target learner who will have more grounding in health care organizations and management. A side-by-side comparison of the residential and proposed executive program curricula is included as Attachment 5. During the start-up period, the proposed curriculum will incorporate established distance-based courses, including PUBHHMP 6010 (Essentials of Public Health) and 5 Master of Public Health Program for Experienced Professionals (MPH-PEP) courses currently taught by HSMP faculty. Depending on enrollment sizes and learner needs, these courses may need to be slightly modified or supported for EMHA student. As the EMHA program grows, we expect to re-evaluate the need for dedicated courses.

The sample curriculum is the only possible pathway to this degree. There are currently no planned elective courses; all the classes are required. There are only two classes that are new classes that have been developed and approved—Executive Skills I and Executive Skills II.

### **Proposed Program Alignment and Plan**

Table detailing alignment of program competencies, courses, assessment methods and standards across the curriculum TBD pending additional discussion.

### **Targeted Enrollment**

In 2021-22, the median number of students enrolled in our CAHME peers’ (top 20 programs) executive programs was 45, though there is a considerable range (36-57), with a median of 27 new applicants, and 17 new enrollments. The numbers above are based on data during the height of the pandemic where health care administrators, clinicians, and other working leaders may have been disinclined to take on graduate school. Based on our conversations with program leaders in several programs, applications and enrollments have been on a general decline (possibly due to more competition).

We have had preliminary discussions with OTDI to refine our estimates of market demand, but based on what we know now we believe we could conservatively expect cohorts of 20-25 students. Potential markets for enrollment include:

- Employees of local health system employees seeking to advance their careers, e.g., move into management, go from manager to director. Consider: The Ohio State University Wexner Medical Center (OSUWMC), Nationwide Children’s Hospital (NCH), and OhioHealth, to start and then expand others in the state.
- Physicians, nurses, and other clinicians seeking to move into leadership roles
- Individuals working in the broader healthcare space, e.g., IT, medical devices, start-ups etc.
- OSU alumni, e.g., MHA alumni, others who went to OSU for undergrad, interested in MHA

Executive program leaders among our top-ranked peers indicate that the most successful marketing and outreach is based on established relationships and word of mouth, e.g.

organizations who always support a “slot,” alumni who refer colleagues. Therefore, a key role for program leaders/staff will be to develop relationships with health system administrative and clinical leaders, local health-related employers, key alumni who can serve as advocates for our program within their institutions. In addition, the program director will need to work closely with OTDI which has resources for web-based marketing that targets potential students based on google searches and/or LinkedIn profiles among other things.

### **RESOURCE NEEDS**

Preliminary resource needs and (very high level) estimated costs are summarized in a table below. Pending additional discussion and approvals, we will work with CPH leaders to develop a more robust analysis of program costs. The estimates below assume (a) substituting CPH/MPH-PEP courses wherever appropriate, and (b) offering “new” courses every other year, at least during start up.

| Resource Need                                                                                                                                                               | Estimated Cost/<br>Year 1             | Estimated Cost<br>Ongoing |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|---------------------------|
| Faculty Program Director (75% FTE to start/ launch program, 30-50% thereafter), will teach 2 courses after first year                                                       | \$95,000 (at 75%)                     | \$50,000 (at 40%)         |
| Program Manager/Administrative/Coaching Support – 1-2 FTE (depending on model)                                                                                              | \$65,000 + benefits (1 FTE)           | \$65,000 + benefits       |
| Course faculty: 15 courses (8 using existing CPH/MPH-PEP courses), \$10,000 each; new courses offered every other year. Program director to teach 2 courses starting year 2 | \$40,000, if offered every other year | \$20,000                  |
| Instructional design support, 0.5 FTE                                                                                                                                       | \$25,000 + benefits                   | \$25,000                  |
| Total                                                                                                                                                                       | \$225,000                             | \$160,000                 |
| Plus: OTDI Marketing                                                                                                                                                        | TBD                                   |                           |

### **TUITION CONSIDERATIONS**

The table below summarizes available tuition data for executive programs among our USNWR Top 20 peers, CAHME-accredited online programs, and Ohio-based MHA and other similar programs that are likely to be our competitors. Over the next several months, we will work with CPH leaders, OTDI, and others at OSU to determine the tuition option(s) for this program. Tuition will be set to ensure that the program is both financially self-supporting and market competitive. An initial estimate would be about \$63,000, setting the instructional fee at \$1,575 per credit hour. That would put us around the median/average for the top 20.

| Benchmark           | Cost to Degree                                                                                                                                     | Range    |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| USNWR Top 20        | \$61k (median)                                                                                                                                     | \$43-90k |
| CAHME Online        | \$32k (median)                                                                                                                                     | \$28-40k |
| Ohio-based Programs | \$30k range for MHA programs, Master Nursing Innovation<br>\$54k for MBOE (Master of Business Operational Excellence) (Fisher)<br>\$77-115 for MBA |          |

### **Proposed Timeline for Program Approval and Implementation**

| Date                                                           | Key Steps                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Fall/ Winter 2023<br>(Completed)                               | <ul style="list-style-type: none"> <li>• Finalize program proposal based on input from CPH leadership, OTDI, HSMP faculty and other stakeholders, e.g. MHA Advisory</li> <li>• Explore program approval process</li> <li>• Explore tuition and fee options</li> </ul>                                                                                                                                                                                                                                                                                                                           |
| Spring 2024                                                    | <ul style="list-style-type: none"> <li>• Secure CPH Academic Studies Governance Committee (ASGC) approval</li> <li>• Submit for OSU Graduate School approval</li> <li>• Pursue additional OSU and/or State of Ohio Approvals</li> </ul>                                                                                                                                                                                                                                                                                                                                                         |
| TBD                                                            | <ul style="list-style-type: none"> <li>• Seek final approval from permanent CPH Dean to launch program</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Timeline for Implementation, Pending</b>                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Year 1: AY24-25*<br>Implementation Planning and Program Set Up | <ul style="list-style-type: none"> <li>• Identify/ hire program director to build relationships, focus marketing outreach, develop detailed program plans (in coordination with OAPSS, residential MHA director)</li> <li>• Initiate CAHME accreditation under “one program, two tracks”</li> <li>• Establish courses, e.g., names, titles</li> <li>• Secure teaching faculty, other resources e.g., coaching</li> <li>• Coordinate instructional design support for new/ adjunct faculty</li> <li>• Hire program manager</li> <li>• Begin marketing and outreach, launch admissions</li> </ul> |
| Year 2: AY26-27*                                               | <ul style="list-style-type: none"> <li>• First class enrolled</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

\*earliest possible implementation; pending multi-level review process and approvals

**USNWR Top 20 Program in Healthcare Management  
Executive Program Data for AY2021-22**

| Rank | Program           | Residential | Executive | Format      | Total Students | Complete applications | New Enrollments | Cost (in) | Cost (out) | \$/ credit (instate) |
|------|-------------------|-------------|-----------|-------------|----------------|-----------------------|-----------------|-----------|------------|----------------------|
| 1    | UAB*              | 71          | 57        | Hybrid      | 58             | 35                    | 20              | \$ 59,600 | \$ 59,600  | \$ 1,046             |
| 2    | UMN               | 60          | 42        | Hybrid      | 39             | 24                    | 13              | \$ 68,544 | \$ 68,544  | \$ 1,632             |
| 3    | UNC               | 60          | 49        | Hybrid      | 48             | 42                    | 21              | \$ 49,005 | \$ 94,158  | \$ 1,000             |
| 3    | Michigan          | 60          | 40        | Hybrid      | 16             | 10                    | 0               | \$ 50,308 | \$ 82,816  | \$ 1,258             |
| 5    | Rush              | 58          | 52        | Residential | 13             | 23                    | 13              | \$ 63,232 | \$ 63,232  | \$ 1,216             |
| 5    | VCU*              | 59          | 41        | Hybrid      | 63             | 29                    | 22              | \$ 43,432 | \$ 74,715  | \$ 1,059             |
| 7    | Ohio State        | 60          |           |             |                |                       |                 |           |            |                      |
| 8    | Iowa              | 58          | 45        | Residential | 19             | 11                    | 9               | \$ 55,000 | \$ 55,000  | \$ 1,222             |
| 9    | Cornell           | 64          | 36.5      | Hybrid      | 87             | 67                    | 48              | \$ 81,776 | \$ 81,776  | \$ 2,240             |
| 9    | Johns Hopkins     | 83          |           |             |                |                       |                 |           |            |                      |
| 12   | George Washington | 50          | 50        | Hybrid      | 90             | 190                   | 90              | \$ 90,000 | \$ 90,000  | \$ 1,800             |
| 13   | SLU               | 60          | 50        | Hybrid      | 27             | 16                    | 11              | \$ 62,500 | \$ 62,500  | \$ 1,250             |
| 13   | Trinity*          | 57          | 41        | Hybrid      | 15             | 8                     | 6               | \$ 73,000 | \$ 73,000  | \$ 1,780             |
| 15   | Columbia          | 55          |           | Residential | 197            | 81                    | 26              | \$ 49,785 | \$ 49,785  |                      |
| 16   | Washington        | NA          | NA        | Hybrid      | 9              | 17                    | 9               | \$ 72,138 | \$ 72,138  |                      |
| 17   | Baylor            | 58          |           |             |                |                       |                 |           |            |                      |
| 17   | Tulane            | NA          |           |             |                |                       |                 |           |            |                      |
| 17   | Pittsburgh        | 60          |           |             |                |                       |                 |           |            |                      |
|      | Average           | 61          | 46        |             | 52             | 43                    | 22              | \$ 62,948 | \$ 71,328  | \$ 1,409             |
|      | Median            | 60          | 45        |             | 44             | 27                    | 17              | \$ 61,050 | \$ 70,772  | \$ 1,250             |
|      | Min               | 50          | 36.5      |             | 13             | 8                     | 0               | 43432     | 49785      | \$ 1,000             |
|      | Max               | 83          | 57        |             | 197            | 190                   | 90              | 90000     | 94158      | \$ 2,240             |

Source: Commission on Accreditation of Health Management Education

**MHA and other related graduate programs in Ohio**

| Program                                                     | Degree | CAHME?                 | Credits | Format | Notes                                                                                                                                                   | Cost (in)  | \$ per credit |
|-------------------------------------------------------------|--------|------------------------|---------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------|------------|---------------|
| <b>Master of Health Administration Programs</b>             |        |                        |         |        |                                                                                                                                                         |            |               |
| Xavier Executive                                            | MHSA   | Yes                    | 42      | Online |                                                                                                                                                         | \$ 28,164  | \$ 671        |
| Ohio University                                             | MHA    | Yes (as of Fall, 2023) | 36      | Online | Can be completed in 1 year.<br>Specializations: Traditional, HC Leadership, Business Analytics, Project Management, Aging Studies, Quality Improvement  |            |               |
| University of Cincinnati Executive Program                  | MHA    | Candidate              | 40      | Online | Also offer certificates in HC Admin, Finance, Operations, Policy and Reg                                                                                | \$ 30,160  | \$ 754        |
| Franklin University                                         | MHA    | No                     | 36      | Online |                                                                                                                                                         |            |               |
| <b>Other Related Graduate Programs</b>                      |        |                        |         |        |                                                                                                                                                         |            |               |
| OSU - Fisher, Masters of Business in Operational Excellence | MBOE   |                        |         | Hybrid | 13-month, 15-course executive (3 years exp) master's. Focus on operational excellence, data/decisions, change, impact                                   | \$ 54,585  |               |
| OSU- Fisher, Working Professional                           | MBA    |                        | 48      | Hybrid | On campus or online (or hybrid), evenings weekends                                                                                                      | \$ 80,114  |               |
| OSU- Fisher, Online Working Professional                    | MBA    |                        | 48      | Online | At least 30% synchronous                                                                                                                                | \$ 77,136  |               |
| OSU- Fisher, Executive                                      | MBA    |                        |         | Online | For mid to senior-level; weekend program; 17 months (average 17 years experience); cohort                                                               | \$ 115,000 |               |
| OSU - Nursing, Masters in Health Care Innovation            | MHI    |                        | 31      | Online | Synchronous/ Asynchronous, includes leadership, design thinking, policy, communication; also have a certificate in healthcare leadership and innovation | \$ 31,785  |               |
| Other??                                                     |        |                        |         |        |                                                                                                                                                         |            |               |

CAHME-accredited Executive Programs, fully online

| Program      | Resident | Executive | Format | Total Student | Complete applications | New Enrollments | Cost (in) | Cost (out) | \$ per credit |
|--------------|----------|-----------|--------|---------------|-----------------------|-----------------|-----------|------------|---------------|
| Des Moines   | NA       | 48        | Online | 116           | 29                    | 11              | \$ 38,016 | \$ 38,016  | \$ 792        |
| Ferris State | 46       | 40        | Online | 185           | 129                   | 90              | \$ 40,500 | \$ 40,500  | \$ 1,013      |
| George Mason | 45       | 45        | Online | 26            | 0                     | 0               | \$ 28,440 | \$ 28,440  | \$ 632        |
| UCF          | 51       | NA        | Online | 27            | 51                    | 27              | \$ 33,998 | \$ 33,998  | NA            |
| Louisville   | 57       | 57        | Online | 28            | 15                    | 12              | \$ 29,673 | \$ 29,673  | \$ 521        |
| Memphis      | 53       | 45        | Online | 8             | 0                     | 0               | \$ 30,000 | \$ 30,000  | \$ 667        |
| UNLV         | 45       | 40        | Online | 13            | 20                    | 12              | \$ 35,920 | \$ 41,870  | \$ 898        |
| Xavier*      | 66       | 42        | Online | 115           | 36                    | 14              | \$ 28,164 | \$ 28,164  | \$ 671        |
|              |          |           |        |               |                       |                 |           |            |               |
| average      | 52       | 45        |        | 65            | 35                    | 21              | \$ 33,089 | \$ 33,833  | \$ 742        |
| median       | 51       | 45        |        | 28            | 25                    | 12              | \$ 31,999 | \$ 31,999  | \$ 671        |

## MHA Competencies

### Management Functions

**MHA 1. Organizational Management.** Assess opportunities to improve health services organizations through application of organizational theories and organization development principles.

**MHA 2. Organizational Structure and Governance.** Analyze how organizational and environmental factors shape the structure of health care organizations and the roles, responsibilities and influence of governing bodies.

**MHA 3. Workforce and Organizational Development.** Apply methods and techniques for organizational, employee, and professional staff development that ensure a diverse and high performing work force.

**MHA 4. Operations Assessment and Improvement.** Use systems-thinking and analytic methods to assess operations performance and improve organizational processes.

**MHA 5. Clinical Quality Assessment and improvement.** Apply principles of quality improvement in the context of clinical performance.

**MHA 6. Information Technology Management and Assessment.** Analyze the value, risks and opportunities of information technology and associated data for improving performance of health organizations and the broader health system.

**MHA 7. Strategic and Business Planning.** Perform environmental, market, and community needs analyses, develop strategic alternatives, formulate strategic goals, and develop programs, business plans, and implementation strategies to support goal achievement.

**MHA 8. Financial Management.** Explain financial and accounting information, prepare and manage budgets, and evaluate investment decisions.

### Health Systems and Policy

**MHA 9. Economic Analysis.** Analyze and apply economic theory and concepts for decision-making.

**MHA 10. Health Care Issues and Trends.** Explain important issues in health care, including circumstances causing major changes and reform in U.S. health care delivery.

**MHA 11. Health Policy.** Describe the public policy process related to health care, including the creation and implementation of policy and the political aspects of policy and articulate the impact on the delivery of health services.

**MHA 12. Health Care Legal Principles.** Recognize legal issues that may arise in health care delivery and business settings and respond appropriately

**MHA 13. Population Health.** Describe how epidemiological, market, patient outcome, and organizational performance data are used to improve quality, and manage financial and other risks associated with defined populations.

## Leadership and Professionalism

**MHA 14. Leadership and Change Management.** Develop effective leadership approaches to communicate a vision, motivate stakeholders, build consensus, and lead organizational change efforts.

**MHA 15. Impact and Influence.** Shape opinions, processes, or outcomes through example, persuasive communication, or use of informal power

**MHA 16. Professional Development.** Demonstrate a commitment to continuous learning and self-improvement through reflection, goal setting, self-assessment, and the cultivation of professional networks.

**MHA 17. Collaboration and Working in Teams.** Work cooperatively with others, create, participate on, and lead teams, including inter-professional.

**MHA 18. Personal and Professional Ethics.** Apply ethical principles, social and professional values to analyze managerial, organizational and policy situations demonstrate professional values and ethics.

**MHA 19: Critical Thinking.** Evaluate a situation, issue, or idea by understanding and challenging assumptions, considering competing points of view, and anticipating potential effects within and beyond the health care system.

## Business and Analytic Skills

**MHA 20. Written Communication.** Write in a clear, logical manner and prepare effective business communications.

**MHA 21. Verbal Communication.** Demonstrate effective oral communication and presentation skills.

**MHA 22. Quantitative Skills.** Analyze data and interpret quantitative information for organization decision making.

**MHA 23. Project Management.** Design, plan, implement, and assess projects and develop appropriate timelines related to performance, structure and outcomes.

**MHA 24. Performance Measurement.** Identify and use data within organizations to improve performance.

**MHA 25. Problem-Solving and Decision-Making.** Use multiple methods and sources to seek comprehensive information, generate creative new solutions—or adapt previous solutions—and apply structured decision-making techniques and tools to address health care questions

## Sample Curriculum

The proposed curriculum for this Executive MHA is summarized in the table below, comparing the total number of credits for the residential (60) and proposed Executive MHA (45). This proposed curriculum was developed using the residential MHA as the starting point with adjustments made to (a) reflect a more experienced learner, and (b) to substitute established PEP courses where appropriate. The table also summarizes the total number of courses being proposed for the program. **There are only two classes that are new classes that have been developed—Executive Skills I and Executive Skills II.**

### Proposed Curriculum

| Course Number<br>(Residential<br>MHA)                                         | Course Name                                               | Credits   | Total<br>Exec<br>Program<br>Courses | New<br>Courses<br>to<br>Develop |
|-------------------------------------------------------------------------------|-----------------------------------------------------------|-----------|-------------------------------------|---------------------------------|
| <b>Existing CPH Distance Learning Courses</b>                                 |                                                           |           |                                     |                                 |
| PUBHLTH 6010                                                                  | Essentials of Public Health                               | 3         | 1                                   | 0                               |
| PUBHHMP 6625                                                                  | Leveraging Healthcare Data for Practice and Policy Change | 3         | 1                                   | 0                               |
| PUBHHMP 7632                                                                  | Strategic Change for PH and Population Health Management  | 3         | 1                                   | 0                               |
| PUBHHMP 7624                                                                  | Health Economics for Experienced Professionals (PEP)      | 3         | 1                                   | 0                               |
| PUBHHMP 7632                                                                  | HS Strategy and Marketing                                 | 3         | 1                                   | 0                               |
| PUBHHMP 7683                                                                  | Operations Management and System Design (PEP)             | 3         | 1                                   | 0                               |
| PUBHHMP 6630                                                                  | Project Management (PEP)                                  | 3         | 1                                   | 0                               |
| <b>Existing Residential MHA Courses (to be adapted for Distance Learning)</b> |                                                           |           |                                     |                                 |
| PUBHHMP 6611                                                                  | Health and Healthcare in the US                           | 3         | 1                                   | 0                               |
| PUBHHMP 7605                                                                  | Introduction to Health Policy                             | 3         | 1                                   | 0                               |
| PUBHHMP 7611                                                                  | Health Law for Managers                                   | 3         | 1                                   | 0                               |
| PUBHHMP 6615                                                                  | Public Health Leadership and Organizational Behavior      |           |                                     |                                 |
| PUBHHMP 7620                                                                  | HS Finance I                                              | 3         | 1                                   | 0                               |
| PUBHHMP 7622                                                                  | Health Services Financial Decision Making                 | 3         | 1                                   | 0                               |
| PUBHHMP 7631                                                                  | Strategic Management & Program Development (Capstone)     | 3         | 1                                   | 0                               |
| <b>New courses</b>                                                            |                                                           |           |                                     |                                 |
| <b>PUBHHMP 7690</b>                                                           | Executive Skills I                                        | 3         | 0                                   | 1                               |
| <b>PUBHHMP 7691</b>                                                           | Executive Skills II                                       | 3         | 2                                   | 1                               |
| <b>Total</b>                                                                  |                                                           | <b>45</b> | <b>15</b>                           | <b>2</b>                        |

**■** Denotes proposed substitution of MPH-PEP Course

|  | TERM   | COURSE       | COURSE TITLE                                              | CREDITS   | TERM OFFERED |
|--|--------|--------------|-----------------------------------------------------------|-----------|--------------|
|  | Year 1 | PUBHHMP 6611 | Health and Healthcare in the US                           | 3 credits | AU           |
|  | Autumn | PUBHHMP 7611 | Health Law for Managers                                   | 3 credits | AU           |
|  |        | PUBHHMP 7690 | Executive Skills I                                        | 3 credits | AU           |
|  |        |              |                                                           |           |              |
|  | Year 1 | PUBHHMP 7620 | HS Finance I                                              | 3 credits | SP           |
|  | Spring | PUBHHMP 7632 | Strategic Change for PH and Population Health Management  | 3 credits | SP           |
|  |        | PUBHHMP 7691 | Executive Skills II                                       | 3 credits | SP           |
|  |        |              |                                                           |           |              |
|  | Year 1 | PUBHHMP 6615 | Public Health Leadership and Organizational Behavior      | 3 credits | SU           |
|  | Summer | PUBHHMP 7605 | Introduction to Health Policy                             | 3 credits | SU           |
|  |        | PUBHHMP 7622 | Health Services Financial Decision Making                 | 3 credits | SU           |
|  |        |              |                                                           |           |              |
|  | Year 2 | PUBHHMP 6630 | Project Management                                        | 3 credits | AU           |
|  | Autumn | PUBHHMP 7624 | Health Economics for Experienced Professionals            | 3 credits | AU           |
|  |        | PUBHHMP 7683 | Operations Management and System Design                   | 3 credits | AU           |
|  |        |              |                                                           |           |              |
|  | Year 2 | PUBHLTH 6010 | Essentials of Public Health                               | 3 credits | SP           |
|  | Spring | PUBHHMP 6625 | Leveraging Healthcare Data for Practice and Policy Change | 3 credits | SP           |
|  |        | PUBHHMP 7631 | Strategic Management & Program Development                | 3 credits | SP           |

**The Ohio State University College of Public Health**  
**PUBHHMP 7690:**  
**Executive Skills I: Professional Identity and Skills Development**  
**3 credit hours**

**Instructor:** Name  
**Office:** Location  
**Phone:** xxx-xxx-xxx  
**E-Mail:** [xx@osu.edu](mailto:xx@osu.edu)  
**Office Hours:** list

**Course Description**

This course introduces students to the foundational aspects of professional identity and career development within the field of health administration. Through self-assessments, reflective journaling, and professional portfolio development, students will explore their strengths, values, and career aspirations. Key topics include goal setting, personal branding, business communication, and networking strategies. Students will engage in interactive panel discussions with health care professionals to gain insights into career paths and industry expectations. The course emphasizes building the skills and self-awareness necessary to navigate career transitions and prepare for impactful contributions as health care leaders.

**Prerequisites**

Graduate standing in Health Services Management & Policy [Executive MHA program]

**Class Format**

The class will be taught in a distance-based format, in a largely asynchronous format. There will be three 60-minute panel discussions with health care professionals. These will be scheduled in advance and held virtually. Students are ***strongly encouraged*** to participate so that they can interact with panelists in real-time; a recording of each session will be made available to all students after the fact.

**Course Expectations**

Students must complete all required components of this course which include a combination of readings, written assignments, reflections, self-assessments, and session modules.

**Course Objectives and Competencies**

The learning objectives for this course and their relationship to MHA Program competency development are summarized in the table below.

| Course Objectives                                                                                                                                   | MHA Competency |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| By the end of this course, students will be able to:                                                                                                |                |
| Articulate professional interests, strengths, and preliminary career goals                                                                          | MHA 16         |
| Consistently present a personal brand that effectively communicates students' unique qualifications, strengths, and interests to multiple audiences | MHA 16, 20     |
| Develop and practice foundational professional skills to prepare for effective contributions in health care management.                             | MHA 16, 20     |

## MHA Program Competency Development and Assessment

The MHA curriculum has been developed to support students' development of MHA Program Competencies over the five semesters of the program, with each course designed to focus on a designated subset of competencies. Within each course, faculty will design assignments to support students' development of specified competencies, formally assess students' progress towards their attainment at the target level for the course (basic, intermediate, advanced), and provide feedback to students as to whether a competency "meets" or "needs work" by the end of the course. Please note: while there is often a relationship between competency attainment and overall course grade, the purpose of the competency assessment is to provide students with feedback that can be used for future development and growth.

The table below summarizes the competencies that will be developed in this course, the activities/assignments that support students to develop this competency, and the measure that will be used to assess each students' attainment.

| Competency                                                                                                                                                                                                     | Level* | Modules/Assignments                                                                                                       | Final Assessment                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| <b>MHA 16. Professional Development.</b> Demonstrate a commitment to continuous learning and self-improvement through reflection, goal setting, self-assessment, and the cultivation of professional networks. | I      | <ul style="list-style-type: none"><li>• Modules: All</li><li>• Assignments: Self-assessments, reflections</li></ul>       | Professional and Career Development Plan                                                         |
| <b>MHA 20: Written Communication.</b> Write in a clear, logical manner and prepare effective business communications.                                                                                          | I      | <ul style="list-style-type: none"><li>• Business writing workshop/ assignments; resume and cover letter reviews</li></ul> | Professional document review, including resume, cover letter, LinkedIn Page, and selected emails |

\*B- basic skills, encompassing knowledge and comprehension of subject matter; I- intermediate skills, encompassing application to analyze a problem; A= advanced skills, encompassing ability to evaluate, judge, and synthesize information

## Credit hours and work expectations

This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (class meetings and instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example).

## Text/Readings

1. Appleman, JE. (2018). *10 Steps to Successful Business Writing*, 2<sup>nd</sup> Edition. Versa Press: East Peoria, IL. Available for purchase through Amazon or other vendors.
2. White, KR, Lindsey, S. (2014) *Take Charge of Your Healthcare Management Career: 50 Lessons that Drive Success*. Health Administration Press.
3. Other readings to be posted on Carmen.

## Course Assignments

The course outline and due dates for major assignments are summarized in the attached course outline, with more detailed objectives, required readings, and assignments for each module and topic posted on Carmen. For each topic, readings and other assignments have been carefully selected to provide evidence-based knowledge and insight, provide practical relevance, and to keep it interesting. The assignments for this class are designed as building blocks for you to explore the field of health administration, develop professional self-awareness, and clarify your professional and career development aspirations. Several of the individual and journaling assignments will be building blocks for your Professional Portfolio and Preliminary Professional and Career Development Plan assignments.

**Session Assignments.** For each session, you will be required to complete one or more short assignments in which you apply concepts from the assigned materials to derive insights about the field of health administration, yourself as a professional and leader, and/ or your personal aspirations. These may be individual assignments or they may be interactive assignments such as discussion boards.

- **Professional Portfolio.** Over the semester, you will develop foundational professional resources to position yourself for professional and career success relative to your career goals, including: resume, cover letter, LinkedIn page, networking emails, and mock interviews. Each component will be developed and graded over the course of the semester, with opportunities to revise based on feedback, prior to the final “portfolio” submission at the end of the semester.
- **Preliminary Professional and Career Development Plan.** You will synthesize insights from all of the assignments in this course in order to establish priorities and goals for your own professional and career development over the next 6-12 months.
- **Weekly Journal.** Self-reflective journaling is a well-established leadership development practice for developing self-awareness, processing your own experience to synthesize insights and identify opportunities for growth, and then taking action towards that growth. You will complete a weekly journal designed to facilitate your learning and growth in this program and clarify your priorities and goals. Because journaling is intended for personal growth, these assignments will not be graded traditionally, but scored based on “Guidelines for Journaling and Self-Reflection” (posted on Carmen) which includes a scoring rubric.

Although students will complete each of the projects above independently, they will be assigned to collaborative distance-based peer working groups where they will provide structured feedback on one another’s work for major assignments, learn from one another’s shared experience, and foster professional connections. Details regarding the structure and format of these groups and their activities will be posted on Carmen.

## Grading

S/U based on satisfactory completion of course assignments. To receive an “S,” students must satisfactorily complete the four major assignments in this course which are described below; a rubric defining satisfactory completion for each if these assignments will be posted on Carmen.

- Session Assignments
- Professional Portfolio
- Preliminary Professional and Career Development Plan
- Weekly Journal

## **Carmen**

All of the materials and assignments for this course will be posted to Carmen. Students will need to be able to access the Carmen website and complete all required work. They will also need video and audio connections to access synchronous Zoom sessions *please let me know ASAP if you are having any technical difficulties accessing the course materials and/or activities.*

## **Technology Support**

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers help 24/7.

- Self-Service and Chat: [go.osu.edu/it](https://go.osu.edu/it)
- Phone: 614-688-4357 (HELP)

## **Class policies**

Below is a list of class policies which are designed to ensure a positive, productive learning experience for everyone.

1. **Engagement.** This course is designed to support your transition into a professional career in health administration that aligns with your personal values and aspirations. In order to benefit from this course, you must fully engage with the material which includes: completing required reading, completing session assignments, and actively participating in any course engagement activities, e.g. discussion boards.
2. **Late assignments** are not accepted, except in the most extenuating of circumstances. All due dates are posted at the start of the term.
3. **Respectful participation.** Exposure to a diversity of ideas, perspectives, and opinions is necessary for learning and growth. Before criticizing the contributions of others, first make every effort to ensure you have correctly understood the points made in the readings and by others in class and then critique these in a respectful manner.
4. **Changes in course outline.** Through the semester, we might make changes to the course outline. We will notify students in advance of any such changes; these changes might include assignment of supplemental reading, inviting a guest lecturer, shifting due dates, or changing the content of class sessions. We will notify students in advance of any such changes and update on the Carmen page as appropriate.

If you have a situation that might impact your ability to adhere to any of these course policies, please discuss them with me as soon as possible.

## **Office of Student Life: Disability Services**

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](https://slds.osu.edu).

## **Mental Health Services**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling [614-292-5766](tel:6142925766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:6142925766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

## **Religious Beliefs or Practices Accommodations**

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Office of Institutional Equity. (Policy: Religious Holidays, Holy Days and Observances)

## **Academic integrity**

Much of this content is learned by discussing and doing, therefore you will be working a lot with your peers via discussion and other small groups. Unless otherwise specified, all graded assignments in this class will be completed individually and should be your own work. The prompt for each assignment will offer clear guidance as to what you can/cannot discuss with your classmates in preparing your work.

However, if you have any question or there is any confusion among members of the class, please reach out to me ASAP to clarify rather than trying to make a call on your own.

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University, the College of Public Health, and the Committee on Academic Misconduct (COAM) expect that all students have read and understood the University's *Code of Student Conduct* and the School's *Student Handbook*, and that all students will complete all academic and scholarly assignments with fairness and honesty. The *Code of Student Conduct* and other information on academic integrity and academic misconduct can be found at the COAM web pages (<https://oaa.osu.edu/academic-integrity-and-misconduct>). Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct*, the *Student Handbook*, and in the syllabi for their courses may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Please note that the use of material from the Internet without appropriate acknowledgement and complete citation is plagiarism just as it would be if the source were printed material. Further examples are found in the *Student Handbook*. Ignorance of the *Code of Student Conduct* and the *Student Handbook* is never considered an "excuse" for academic misconduct.

If I suspect a student of academic misconduct in a course, I am obligated by University Rules to report these suspicions to the University's Committee on Academic Misconduct. If COAM determines that the student has violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

### Use of Generative AI

Given that the learning goals of this class are to learn content through application to your own experience and/or management cases, practice breaking down and generating solutions for management challenges, developing business writing skills, and develop professional self-awareness through reflection, the use of generative artificial intelligence (GenAI) tools such as Copilot or ChatGPT, writers aids like Grammarly, or translation platforms such as Google Translate are not permitted in this course unless otherwise specified. Any use of GenAI tools for work in this class may therefore be considered a violation of Ohio State's [Academic Integrity](#) policy and [Code of Student Conduct](#) because the work is not your own. The use of unauthorized GenAI tools will result in referral to the [Committee on Academic Misconduct](#). If I suspect that you have used GenAI on an assignment for this course, I will ask you to communicate with me to explain your process for completing the assignment in question.

If you feel you need to use GenAI for translation, please contact me to develop a plan for appropriate use. If you have any other questions regarding this course policy, please contact us.

### Course Outline

The **Course Outline** below is a summary of the overall course outline, indicating the topics, readings, and major assignments. This outline ***does not*** include additional weekly activities and smaller, low-stakes assignments will include, but not be limited to: posted videos, podcasts, articles, session assignments, participation in discussion boards etc. Details about these weekly activities and assignments will be posted in Carmen modules which will be released at least one week in advance.

**The Ohio State University College of Public Health**  
**Executive Skills I: Professional Identity and Skills Development**  
**3 credit hours – [Date]**

The table below summarizes the overall course outline, indicating the topics, readings, and major include assignments. This outline may not include all smaller, low-stakes class prep assignments which you can expect for nearly every session. These will be posted in the Carmen modules and released at least one week prior to the due date.

| Module | Date                                                                    | Topic (s)                                                                                                             | Learning Material                                                                                                                                                                                         | Assignment(s)                                                                                                                                   |
|--------|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| 1      | xx/xx- xx/xx                                                            | <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Growth Mindset</li> </ul>                            | <ul style="list-style-type: none"> <li>• Course Materials</li> <li>• Ted Talk: The Power of Believing You Can Improve</li> <li>• Short Videos</li> </ul>                                                  | <ul style="list-style-type: none"> <li>• Discussion Board: Introductions</li> <li>• Journal: Growth Mindset</li> </ul>                          |
| 2*     | xx/xx- xx/xx<br>(synchronous session- details will be posted on Carme)  | <ul style="list-style-type: none"> <li>• Professional Panel #1: Different careers in health administration</li> </ul> | TBD                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Session Assignment: Panel research and prep questions</li> <li>• Journal: Panel Reflections</li> </ul> |
| 3      | xx/xx- xx/xx                                                            | <ul style="list-style-type: none"> <li>• Clarifying Your Values and Aspirations</li> </ul>                            | <ul style="list-style-type: none"> <li>• W &amp; L: Lesson 1: Establish a Life Vision</li> <li>• Resources on personal mission, vision &amp; values (Carmen)</li> </ul>                                   | <ul style="list-style-type: none"> <li>• Core Values Assessment and Alignment Exercise</li> <li>• Journal: Core Values</li> </ul>               |
| 4      | xx/xx- xx/xx                                                            | <ul style="list-style-type: none"> <li>• Know Your Strengths</li> </ul>                                               | <ul style="list-style-type: none"> <li>• W &amp; L: Lesson 39: Know and Use Your Strengths</li> <li>• StrengthFinders Materials, Virtual Workshop (Optional, recording will be made available)</li> </ul> | <ul style="list-style-type: none"> <li>• Self Assessment: StrengthsFinders</li> <li>• Journal: Personal Strengths and Opportunities</li> </ul>  |
| 5      | xx/xx- xx/xx                                                            | <ul style="list-style-type: none"> <li>• Clarify and Evolve Your Personal Brand</li> </ul>                            | <ul style="list-style-type: none"> <li>• W &amp; L: Lesson 9: Develop a Personal Brand</li> </ul>                                                                                                         | <ul style="list-style-type: none"> <li>• Session Assignment: Personal Brand Exercises</li> <li>• Journal: Personal Brand</li> </ul>             |
| 6*     | xx/xx- xx/xx<br>(synchronous session- details will be posted on Carmen) | <ul style="list-style-type: none"> <li>• Professional Panel #2: Presenting Yourself Professionally</li> </ul>         | <ul style="list-style-type: none"> <li>• Lesson 16: Look the Part, Lesson 10: Write Well, Lesson 11: Speak Well.</li> </ul>                                                                               | <ul style="list-style-type: none"> <li>• Session Assignment: Panel research and prep questions</li> <li>• Discussion Posts</li> </ul>           |
| 7      | Xx/xx                                                                   | <ul style="list-style-type: none"> <li>• Resume Development and Business Writing</li> </ul>                           | <ul style="list-style-type: none"> <li>• W &amp; L: Lesson 42: Build Your Resume</li> <li>• Appleman, Selections</li> <li>• Other Resume Resources (Carmen)</li> </ul>                                    | <ul style="list-style-type: none"> <li>• Session Assignment: Resume Critique – Self and Peer</li> <li>• Journal: Writing</li> </ul>             |

| Module                   | Date                                                                    | Topic (s)                                                                                              | Learning Material                                                                                                                                                                                            | Assignment(s)                                                                                                                                                           |
|--------------------------|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8                        | xx/xx- xx/xx                                                            | <ul style="list-style-type: none"> <li>Presenting Yourself- Online and In-Person</li> </ul>            | <ul style="list-style-type: none"> <li>Resources: online presence, elevator pitch (Carmen)</li> </ul>                                                                                                        | <ul style="list-style-type: none"> <li>Discussion Board: Elevator Pitch(Video)</li> <li>Session Assignment: LinkedIn Page</li> </ul>                                    |
| 9                        | xx/xx- xx/xx                                                            | <ul style="list-style-type: none"> <li>Personal Career Exploration</li> </ul>                          | <ul style="list-style-type: none"> <li>Lesson 37: Take Ownership of Your Career, Lesson 38, Master the Informational Interview</li> <li>Informational Interviewing Resources (Carmen)</li> </ul>             | <ul style="list-style-type: none"> <li>Session Assignment: 2 Informational Interviews and Summary</li> <li>Journal: Career Insights</li> </ul>                          |
| 10                       | xx/xx- xx/xx                                                            | <ul style="list-style-type: none"> <li>Managing Ambiguity and Dealing with Setbacks</li> </ul>         | <ul style="list-style-type: none"> <li>W &amp; L: Lesson 5, Define and Recalibrate Expectations, Lesson 18, Build Resilience, 3: Adopt Appreciative Practice,</li> <li>Mindset Readings (Carmen)</li> </ul>  | <ul style="list-style-type: none"> <li>Self Assessment: Tolerance for Ambiguity</li> <li>Journal: Ambiguity and SetBacks</li> <li>Draft Resume Due</li> </ul>           |
| 11*                      | xx/xx- xx/xx<br>(synchronous Session- details will be posted on Carmen) | <ul style="list-style-type: none"> <li>Professional Panel #3: Navigating Career Transitions</li> </ul> | <ul style="list-style-type: none"> <li>Ibarra, Herminia (2023). Why Career Transition is So Hard. Harvard Business Review, November-December.</li> <li>Other Resources (Carmen)</li> </ul>                   | <ul style="list-style-type: none"> <li>Session Assignment: Panel research and prep questions</li> <li>Journal: Career Transitions</li> </ul>                            |
| 12                       | xx/xx- xx/xx                                                            | <ul style="list-style-type: none"> <li>Presenting Yourself: Cover Letters</li> </ul>                   | <ul style="list-style-type: none"> <li>Cover Letter Resources (Carmen)</li> </ul>                                                                                                                            | <ul style="list-style-type: none"> <li>Draft Cover Letter</li> </ul>                                                                                                    |
| 13                       | xx/xx- xx/xx                                                            | <ul style="list-style-type: none"> <li>Managing Your Time and Priorities</li> </ul>                    | <ul style="list-style-type: none"> <li>W &amp; L: Lesson 3: Focus Your Time</li> <li>Schwartz, T. &amp; McCarthy, C. (2007). Manage Your Energy, Not your Time. Harvard Business Review, October.</li> </ul> | <ul style="list-style-type: none"> <li>Discussion Board</li> </ul>                                                                                                      |
| 14                       | xx/xx- xx/xx                                                            | <ul style="list-style-type: none"> <li>Goal Setting</li> </ul>                                         | <ul style="list-style-type: none"> <li>Goal-setting Resources</li> </ul>                                                                                                                                     | <ul style="list-style-type: none"> <li>TBD</li> </ul>                                                                                                                   |
| <b>Final Assignments</b> |                                                                         |                                                                                                        |                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Professional Portfolio Due (Resume, Cover Letter, LinkedIn Profile)</li> <li>Professional and Career Development Plan</li> </ul> |

\* Synchronous Session

**The Ohio State University College of Public Health**  
**PUBHHMP 7691:**  
**Executive Skills II: Advanced Professional Growth and Skills**  
**3 credit hours**

**Instructor:** Name  
**Office:** Location  
**Phone:** xxx-xxx-xxx  
**E-Mail:** [xx@osu.edu](mailto:xx@osu.edu)  
**Office Hours:** list

**Course Description**

Building on the foundations of Executive Skills I, this course focuses on developing advanced professional competencies essential for leadership and career advancement in health administration. Students will refine their professional portfolios, deepen their understanding of collaboration and team leadership, and enhance their executive presence. Key topics include strategic communication, inclusive leadership, giving and receiving feedback, and managing relationships. The course includes applied learning, leadership skills development, and in-depth career exploration, and planning. By the end of the course, students will synthesize their learning into a leadership story presentation and a comprehensive career development plan.

**Prerequisites**

Graduate standing in Health Services Management & Policy Executive MHA program.

**Class Format**

The class will be taught in a distance-based format, in a largely asynchronous format. There will be three 60-minute panel discussions with health care professionals. These will be scheduled in advance and held virtually. Students are ***strongly encouraged*** to participate so that they can interact with panelists in real-time; a recording of each session will be made available to all students after the fact.

**Course Expectations**

Students must complete all required components of this course which include a combination of readings, written assignments, reflections, self-assessments, and session modules.

**Course Objectives and Competencies**

The learning objectives for this course and their relationship to MHA Program competency development are summarized in the table below.

| Course Objectives                                                                             | MHA Competency |
|-----------------------------------------------------------------------------------------------|----------------|
| By the end of this course, students will be able to:                                          |                |
| Evaluate and refine professional interests, strengths, and career goals                       | MHA 16         |
| Enhance and adapt personal branding to effectively communicate professional qualifications    | MHA 16, 21     |
| Develop professional skills to prepare for effective contributions in health care management. | MHA 16, 21     |

## MHA Program Competency Development and Assessment

The MHA curriculum has been developed to support students' development of MHA Program Competencies over the five semesters of the program, with each course designed to focus on a designated subset of competencies. Within each course, faculty will design assignments to support students' development of specified competencies, formally assess students' progress towards their attainment at the target level for the course (basic, intermediate, advanced), and provide feedback to students as to whether a competency "meets" or "needs work" by the end of the course. Please note: while there is often a relationship between competency attainment and overall course grade, the purpose of the competency assessment is to provide students with feedback that can be used for future development and growth.

The table below summarizes the competencies that will be developed in this course, the activities/assignments that support students to develop this competency, and the measure that will be used to assess each students' attainment.

| Competency                                                                                                                                                                                                     | Level* | Modules/Assignments                                                                                                                                                                                       | Final Assessment                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| <b>MHA 16. Professional Development.</b> Demonstrate a commitment to continuous learning and self-improvement through reflection, goal setting, self-assessment, and the cultivation of professional networks. | I      | <ul style="list-style-type: none"><li>• Modules: All</li><li>• Assignments: Self-assessments, reflections</li></ul>                                                                                       | Professional and Career Development Plan (Updated)<br><br>Professional Portfolio (Updated) |
| <b>MHA 21. Verbal Communication.</b> Demonstrate effective oral communication and presentation skills.                                                                                                         | I      | <ul style="list-style-type: none"><li>• Modules: Networking, Mastering Presentations and Telling Your Story, Developing Executive Presence</li><li>• Assessment: Elevator Pitch, Mock Interview</li></ul> | Leadership Story Presentation                                                              |

\*B- basic skills, encompassing knowledge and comprehension of subject matter; I- intermediate skills, encompassing application to analyze a problem; A= advanced skills, encompassing ability to evaluate, judge, and synthesize information

## Credit hours and work expectations

This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (class meetings and instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example).

## Text/Readings

1. White, KR, Lindsey, S. (2014) *Take Charge of Your Healthcare Management Career: 50 Lessons that Drive Success*. Health Administration Press.
2. Other readings to be posted on Carmen.

## Course Assignments

The course outline and due dates for major assignments are summarized in the attached course outline, with more detailed objectives, required readings, and assignments for each module and topic posted on Carmen. For each topic, readings and other assignments have been carefully selected to provide evidence-based knowledge and insight, provide practical relevance, and to keep it interesting. The assignments for this class are designed as building blocks for you to explore the field of health administration, develop professional self-awareness, and clarify your professional and career development aspirations.

**Session Assignments.** For each session, you will be required to complete one or more short assignments in which you apply concepts from the assigned materials to derive insights about the field of health administration, yourself as a professional and leader, and/ or your personal aspirations. These may be individual assignments, or they may be interactive assignments such as discussion boards. Several of the individual and journaling assignments will be building blocks for your Professional and Career Development Plan and Leadership Story Presentation assignments.

- **Personal Change Project.** You will identify something about yourself that you perceive to be important for your impact as a leader and which you wish to improve. Using concepts and theories from the course, you will develop and carry out a plan for self-improvement and then reflect on what you learned about yourself through this experience.
- **Weekly Journal.** Self-reflective journaling is a well-established leadership development practice for developing self-awareness, processing your own experience to synthesize insights and identify opportunities for growth, and then acting towards that growth. You will complete a weekly journal designed to facilitate your learning and growth in this program and clarify your priorities and goals. Because journaling is intended for personal growth, these assignments will not be graded traditionally but scored based on “Guidelines for Journaling and Self-Reflection” (posted on Carmen) which includes a scoring rubric.
- **Professional and Career Development Plan.** You will refine the professional and career development plan that you developed in Executive Skills I to incorporate key learnings from the broadly and insights from this course.
- **Your Leadership Story Presentation.** An important aspect of leadership is being able to understand, connect to, and communicate one’s own leadership story. Insights about your own leadership story can be used to shape your leadership approach, priorities, and actions. In addition, learning how to make clear, concise and impactful presentations is a critical leadership competency. Using a modified Pecha Kucha format, this final presentation via video submission will draw on and synthesize insights from the entire semester.

Although students will complete each of the projects above independently, they will be assigned to collaborative distance-based peer working groups where they will provide structured feedback on one another’s work for major assignments, learn from one another’s shared experience, and foster professional connections. Details regarding the structure and format of these groups and their activities will be posted on Carmen.

## Grading

S/U based on satisfactory completion of course assignments. To receive an “S,” students must satisfactorily complete the five major assignments in this course which are described below; a rubric defining satisfactory completion for each of these assignments will be posted on Carmen.

- Session Assignments
- Weekly Journal
- Professional and Career Development Plan
- Personal Change Project
- Leadership Story Presentation

### **Carmen**

All of the materials and assignments for this course will be posted to Carmen. Students will need to be able to access the Carmen website and complete all required work. They will also need video and audio connections to access synchronous Zoom sessions *please let me know ASAP if you are having any technical difficulties accessing the course materials and/or activities.*

### **Technology Support**

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers help 24/7.

- Self-Service and Chat: [go.osu.edu/it](https://go.osu.edu/it)
- Phone: 614-688-4357 (HELP)

### **Class policies**

Below is a list of class policies which are designed to ensure a positive, productive learning experience for everyone.

1. **Engagement.** This course is designed to support your transition into a professional career in health administration that aligns with your personal values and aspirations. In order to benefit from this course, you must fully engage with the material which includes: completing required reading, completing session assignments, and actively participating in any course engagement activities, e.g. discussion boards.
2. **Late assignments** are not accepted, except in the most extenuating of circumstances. All due dates are posted at the start of the term.
3. **Respectful participation.** Exposure to a diversity of ideas, perspectives, and opinions is necessary for learning and growth. Before criticizing the contributions of others, first make every effort to ensure you have correctly understood the points made in the readings and by others in class and then critique these in a respectful manner.
4. **Changes in course outline.** Through the semester, we might make changes to the course outline. We will notify students in advance of any such changes; these changes might include assignment of supplemental reading, inviting a guest lecturer, shifting due dates, or changing the content of class sessions. We will notify students in advance of any such changes and update on the Carmen page as appropriate.

If you have a situation that might impact your ability to adhere to any of these course policies, please discuss them with me as soon as possible.

### **Office of Student Life: Disability Services**

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

### **Mental Health Services**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

### **Religious Beliefs or Practices Accommodations**

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Office of Institutional Equity. (Policy: Religious Holidays, Holy Days and Observances)

## Academic integrity

Much of this content is learned by discussing and doing, therefore you will be working a lot with your peers via discussion and other small groups. Unless otherwise specified, all graded assignments in this class will be completed individually and should be your own work. The prompt for each assignment will offer clear guidance as to what you can/cannot discuss with your classmates in preparing your work. However, if you have any question or there is any confusion among members of the class, please reach out to me ASAP to clarify rather than trying to make a call on your own.

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University, the College of Public Health, and the Committee on Academic Misconduct (COAM) expect that all students have read and understood the University's *Code of Student Conduct* and the School's *Student Handbook*, and that all students will complete all academic and scholarly assignments with fairness and honesty. The *Code of Student Conduct* and other information on academic integrity and academic misconduct can be found at the COAM web pages (<https://oaa.osu.edu/academic-integrity-and-misconduct>). Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct*, the *Student Handbook*, and in the syllabi for their courses may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Please note that the use of material from the Internet without appropriate acknowledgement and complete citation is plagiarism just as it would be if the source were printed material. Further examples are found in the *Student Handbook*. Ignorance of the *Code of Student Conduct* and the *Student Handbook* is never considered an "excuse" for academic misconduct.

If I suspect a student of academic misconduct in a course, I am obligated by University Rules to report these suspicions to the University's Committee on Academic Misconduct. If COAM determines that the student has violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

### Use of Generative AI

Given that the learning goals of this class are to learn content through application to your own experience and/or management cases, practice breaking down and generating solutions for management challenges, developing business writing skills, and develop professional self-awareness through reflection, the use of generative artificial intelligence (GenAI) tools such as Copilot or ChatGPT, writers aids like Grammarly, or translation platforms such as Google Translate are not permitted in this course unless otherwise specified. Any use of GenAI tools for work in this class may therefore be considered a violation of Ohio State's [Academic Integrity](#) policy and [Code of Student Conduct](#) because the work is not your own. The use of unauthorized GenAI tools will result in referral to the [Committee on Academic Misconduct](#). If I suspect that you have used GenAI on an assignment for this course, I will ask you to communicate with me to explain your process for completing the assignment in question.

If you feel you need to use GenAI for translation, please contact us to develop a plan for appropriate use. If you have any other questions regarding this course policy, please contact us.

### **Course Outline**

The **Course Outline** below is a summary of the overall course outline, indicating the topics, readings, and major assignments. This outline **does not** include additional weekly activities and smaller, low-stakes assignments will include, but not be limited to: posted videos, podcasts, articles, session assignments, , participation in discussion boards etc. Details about these weekly activities and assignments will be posted in Carmen modules which will be released at least one week in advance.

**The Ohio State University College of Public Health**  
**Executive Skills II: Advanced Professional Growth and Skills**

The table below summarizes the overall course outline, indicating the topics, readings, and major assignments. This outline may not include all smaller, low-stakes class prep assignments which you can expect for nearly every session. These will be posted in the Carmen modules and released at least one week prior to the due date.

| Module | Date                                                                    | Topic (s)                                                                                                                       | Learning Material                                                                                                                                                                                                      | Assignment(s)                                                                                                                                                                                                    |
|--------|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1      | xx/xx- xx/xx                                                            | <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Growth Mindset</li> </ul>                                      | <ul style="list-style-type: none"> <li>• Course Materials</li> <li>• Ted Talk: The Power of Believing You Can Improve</li> <li>• Short Videos</li> </ul>                                                               | <ul style="list-style-type: none"> <li>• Discussion Board: Introductions</li> <li>• Journal: Growth Mindset</li> </ul>                                                                                           |
| 2*     | xx/xx- xx/xx                                                            | <ul style="list-style-type: none"> <li>• Professional Panel #1: Career paths—Operations, Strategy, Analytics/Finance</li> </ul> | TBD                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Session Prep: Panel research and prep questions</li> <li>• Journal: Panel Reflections</li> </ul>                                                                        |
| 3      | xx/xx- xx/xx                                                            | <ul style="list-style-type: none"> <li>• Teamwork Skills Development</li> </ul>                                                 | <ul style="list-style-type: none"> <li>• Teamwork readings to be posted on Canvas</li> <li>• MHA Teamwork Handbook</li> </ul>                                                                                          | <ul style="list-style-type: none"> <li>• Self-Assessment: Social Styles Inventory</li> <li>• Session Assignment: Applied teamwork activity, e.g. simulation, shared case</li> <li>• Journal: Teamwork</li> </ul> |
| 4      | xx/xx- xx/xx                                                            | <ul style="list-style-type: none"> <li>• Giving and Receiving Feedback</li> </ul>                                               | <ul style="list-style-type: none"> <li>• Phoel, C. Feedback that Works (HBR Web Article, 4/27/09)</li> <li>• Stone &amp; Heen. Thanks for the Feedback (Rotman Management, 2014)</li> <li>• Appleman, 83-89</li> </ul> | <ul style="list-style-type: none"> <li>• Discussion Board: Feedback Exercise</li> </ul>                                                                                                                          |
| 5      | xx/xx- xx/xx                                                            | <ul style="list-style-type: none"> <li>• Developing Emotional Intelligence</li> </ul>                                           | <ul style="list-style-type: none"> <li>• Optional online workshop to debrief (will be recorded), discuss evidence-based action steps for improving EI</li> </ul>                                                       | <ul style="list-style-type: none"> <li>• Self Assessment: Emotional Intelligence Assessment</li> <li>• Journal: Emotional Intelligence</li> </ul>                                                                |
| 6*     | xx/xx- xx/xx<br>(synchronous session- details will be posted on Carmen) | <ul style="list-style-type: none"> <li>• Professional Panel #2: Physician Practice/ Related Careers</li> </ul>                  | <ul style="list-style-type: none"> <li>• TBD</li> </ul>                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Session Prep: Panel research and prep questions</li> <li>• Journal: Panel Reflection</li> </ul>                                                                         |
| 7      | xx/xx- xx/xx                                                            | <ul style="list-style-type: none"> <li>• Change, Habits, and Goals</li> </ul>                                                   | <ul style="list-style-type: none"> <li>• Grenny, J. (2016). Almost all managers have at least one career-limiting habit. HBR blog. July 5, 2016.</li> </ul>                                                            | <ul style="list-style-type: none"> <li>• Self-Assessment: Progress on professional development plan (from Executive Skills 1</li> </ul>                                                                          |

| Module | Date                                                                    | Topic (s)                                                                                                                  | Learning Material                                                                                                                                                                                                                                                                                                                                                                                             | Assignment(s)                                                                                                                                                                                           |
|--------|-------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        |                                                                         |                                                                                                                            | <ul style="list-style-type: none"> <li>• Schwartz, T. (2007). Manage Your Energy, Not Your Time. <i>Harvard Business Review</i>. October. 63-72.</li> <li>• Latham, G. P. (2003). Goal setting: A five-step approach to behavior change. <i>Organizational Dynamics</i>, 32(3), 309-318.</li> </ul>                                                                                                           | <ul style="list-style-type: none"> <li>• Session Assignment: Proposed Change Project</li> </ul>                                                                                                         |
| 8      | xx/xx- xx/xx                                                            | <ul style="list-style-type: none"> <li>• Developing Strategic Relationships</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Resources – engaging advisors, mentors, sponsors (Carmen)</li> </ul>                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Journal</li> </ul>                                                                                                                 |
| 9      | xx/xx- xx/xx                                                            | <ul style="list-style-type: none"> <li>• Networking</li> </ul>                                                             | <ul style="list-style-type: none"> <li>• Networking Resources (Carmen)</li> </ul>                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Personal Networking Plan</li> <li>• Discussion: TBD</li> </ul>                                                                                                 |
| 10     | xx/xx- xx/xx                                                            | <ul style="list-style-type: none"> <li>• Mastering Presentations and Telling Your Story</li> </ul>                         | <ul style="list-style-type: none"> <li>• W &amp; L: Lesson 12, Master Persuasive Presentations</li> <li>• Meister, et al. (2020) What is your leadership origin story? HBR.org, August 10, 2020</li> <li>• Ibarra, H. (2015). The authenticity paradox. January-February.</li> <li>• Rezvani, S &amp; Gordon, SA. (2021) How sharing our stories builds inclusion. <i>Harvard Business Review</i>.</li> </ul> | <ul style="list-style-type: none"> <li>• Session Assignment: Leadership Story Assessment and Reflection</li> <li>• Journal</li> </ul>                                                                   |
| 11*    | xx/xx- xx/xx<br>(synchronous Session- details will be posted on Carmen) | <ul style="list-style-type: none"> <li>• Professional Panel #3: Emerging Careers- Digital Health and Innovation</li> </ul> | <ul style="list-style-type: none"> <li>• TBD</li> </ul>                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Session Assignment: Panel research and prep questions</li> <li>• Journal: Panel Reflections</li> <li>• Change Project Due</li> </ul>                           |
| 12     | xx/xx- xx/xx                                                            | <ul style="list-style-type: none"> <li>• Developing Executive Presence</li> </ul>                                          | <ul style="list-style-type: none"> <li>• Beeson, J. (2012), Deconstructing Executive Presence. <i>Harvard Business Review</i>, web article (Aug. 2012)</li> <li>• Hewlett, S.A. (2024). The New Rules of Executive Presence. <i>Harvard Business Review</i>, January.</li> </ul>                                                                                                                              | <ul style="list-style-type: none"> <li>• Discussion Board: Executive Presence</li> <li>• Journal</li> </ul>                                                                                             |
| 13     | xx/xx- xx/xx                                                            | <ul style="list-style-type: none"> <li>• Job Search Strategies</li> </ul>                                                  | <ul style="list-style-type: none"> <li>• Job Search Resources (Carmen)</li> </ul>                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Discussion Board: Job Search</li> </ul>                                                                                                                        |
| 14     | xx/xx- xx/xx                                                            | <ul style="list-style-type: none"> <li>• Preparing for Interviews</li> </ul>                                               | <ul style="list-style-type: none"> <li>• Interview Materials/Resources</li> </ul>                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Session Assignment: Interview Prep Worksheet</li> <li>• Mock Interview (to be scheduled with each student)</li> <li>• Journal: Interview Reflection</li> </ul> |

| Module | Date | Topic (s) | Learning Material | Assignment(s)                                                                                                                                           |
|--------|------|-----------|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
|        |      |           | Final Assignments | <ul style="list-style-type: none"> <li>• Professional and Career Development Plan (Revised)</li> <li>• Leadership Story Presentation (Video)</li> </ul> |

\* Synchronous Session

# Memorandum of Understanding

## Online Program

Between

### **Executive Master of Health Administration**

College of Public Health, Division of Health Services Management & Policy  
The Ohio State University

And

Ohio State Online  
The Ohio State University

## Purpose

The purpose of this Memorandum of Understanding (MOU) is to acknowledge that the **Executive Master of Health Administration** has met or exceeded the modality substantive change threshold, making the program an online program or is a new online program for the university and will meet the requirements for an online program in partnership with Ohio State Online.

## Term of MOU

This MOU will begin effective upon obtaining all necessary signatures and will remain in effect for the life of the program.

## Services Provided for Program Launch

As an online program this program will receive Ohio State Online support, such as market research, student acquisition, ongoing student support, online program and course design and development, and state authorization and licensure research and disclosures (if applicable).

Based on pre-approval planning conversations, this program may leverage the following Ohio State Online services:

**Online Enrollment Services:** Generating and finding quality prospective students, selling prospective students on the program and Ohio State, helping re-enroll students each term to



help them reach graduation, and supporting the college to recognize steady-state revenue streams.

**Online Instruction Services:** Reviewing and recommending evidence-based online program curricular design to best meet and support the intended audience and enrollment goals; providing and encouraging online instructor professional learning opportunities; and partnering with instructors for initial course design, development, and ongoing course updates.

It is expected Ohio State Online and program relationship contacts below will remain in discussions as part of ongoing college check-ins to evolve services to achieve program goals.

## Table of Program Relationship Contacts

| Units                    | College / Department / Campus                                                                                               | Ohio State Online                                                                                                                                   |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| Organization Oversight   | Karla Zadnik.4, Interim Dean                                                                                                | Dr. Jason Lemon, Dean<br>lemon.297@osu.edu                                                                                                          |
| Administrative Oversight | Dr. Aram Dobalian, Associate Dean, Graduate Studies<br>dobalian.1@osu.edu                                                   | - Dr. Rob Griffiths, AVP, Online Learning and Innovation<br>griffiths.44@osu.edu<br>- Brandi Bittner, AVP, Online Enrollment<br>bittner.102@osu.edu |
| Program Oversight        | Dr. Aram Dobalian, Chair, Health Services Management and Policy<br>dobalian.1@osu.edu                                       | - Dr. Rob Griffiths, AVP, Online Learning and Innovation<br>griffiths.44@osu.edu<br>- Brandi Bittner, AVP, Online Enrollment<br>bittner.102@osu.edu |
| Course Oversight         | Kelly Scheiderer (interim role), Clinical Assistant Professor - Practice, College of Public Health<br>scheiderer.19@osu.edu | John Muir, OSO program / course design innovation<br>muir.25@osu.edu                                                                                |

# Memorandum of Understanding

## Online Program

Between

### **Executive Master of Health Administration**

College of Public Health, Division of Health Services Management & Policy  
The Ohio State University

And

Ohio State Online  
The Ohio State University

## Purpose

The purpose of this Memorandum of Understanding (MOU) is to acknowledge that the **Executive Master of Health Administration** has met or exceeded the modality substantive change threshold, making the program an online program or is a new online program for the university and will meet the requirements for an online program in partnership with Ohio State Online.

## Term of MOU

This MOU will begin effective upon obtaining all necessary signatures and will remain in effect for the life of the program.

## Services Provided for Program Launch

As an online program this program will receive Ohio State Online support, such as market research, student acquisition, ongoing student support, online program and course design and development, and state authorization and licensure research and disclosures (if applicable).

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| Administrative Oversight | Dr. Aram Dobalian, Associate Dean, Graduate Studies<br>dobalian.1@osu.edu                                                   | - Dr. Rob Griffiths, AVP, Online Learning and Innovation<br>griffiths.44@osu.edu<br>- Brandi Bittner, AVP, Online Enrollment<br>bittner.102@osu.edu |
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| Administrative Oversight | Dr. Aram Dobalian, Associate Dean, Graduate Studies<br>dobalian.1@osu.edu                                                   | - Dr. Rob Griffiths, AVP, Online Learning and Innovation<br>griffiths.44@osu.edu<br>- Brandi Bittner, AVP, Online Enrollment<br>bittner.102@osu.edu |
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| Course Oversight         | Kelly Scheiderer (interim role), Clinical Assistant Professor - Practice, College of Public Health<br>scheiderer.19@osu.edu | John Muir, OSO program / course design innovation<br>muir.25@osu.edu                                                                                |

|                                |                                                                                                                                   |                                                                                                                                             |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Student Support Oversight      | Kynthia Droesch, Senior Director, Office of Academic Programs and Student Services, College of Public Health<br>droesch.1@osu.edu | - Molly Kollmann, Director Student Services<br>kollmann.4@osu.edu                                                                           |
| Marketing/Recruiting Oversight | Todd Thobe, Director, Marketing, Recruitment, and Admissions, College of Public Health<br>thobe.34@osu.edu                        | - Gail Martineau, Director of Online Marketing<br>martineau.18@osu.edu<br>- Mia Granacher, Director Student Services<br>granacher.1@osu.edu |
| Fiscal Oversight               | Andrea Garringer, Assistant Dean, Finance and Administration, College of Public Health<br>garringer.11@osu.edu                    | Jon Rucker, Director Online Financial Strategy and Analysis<br>rucker.78                                                                    |

## Signatories

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

|                                                                      |                                                                              |                  |
|----------------------------------------------------------------------|------------------------------------------------------------------------------|------------------|
| Senior Director,<br>Office of Academic Programs and Student Services | DocuSigned by:<br><i>Kynthia Droesch</i><br>QR79F80914F456<br>DocuSigned by: | Date: 5/01/2024  |
| Associate Dean, Graduate Studies                                     | DocuSigned by:<br><i>Aram Dobalian</i><br>DocuSigned by:                     | Date: 05/01/2024 |
| Assistant Dean, Finance and Administration                           | DocuSigned by:<br><i>Andrea N Garringer</i><br>DocuSigned by:                | 05/01/2024       |
| Interim Dean                                                         | DocuSigned by:<br><i>Karla Zadnik</i><br>DocuSigned by:                      | Date: 05/01/2024 |
| Vice Provost and Dean of Online Learning                             | DocuSigned by:<br><i>Jason Edward Lemon</i><br>9C19184E034F41C...            | 5/01/2024        |



# Online Program Attributes

Program Working Title:

Anticipated CAA approval date for ONL modality: **SU24 or AU24**

Anticipated ODHE approval date for ONL modality: **Notification upon approval**

Program level:

☐ Associate ☐ Undergraduate ☐ Graduate ☒ Professional

Approval type:

☐ New program ☒ Change of delivery ☐ Certificate ☐ Stackable ☐ Other

If applicable, will the program continue to offer an on-ground version? Note, notification to CAA and Ohio State Online will be necessary if an approved program modality is no longer offered.

☒ Yes ☐ No

Percentage of courses offered online for this program?

☒ 100% ☐ 80-99%

If other, please explain:

Anticipated term for first cohort: **Autumn 2025**

Note, marketing and recruitment will begin approximately 6 months prior to first enrollment term.

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

Note, submissions are due in December for Senate Fiscal review—Financial Planning and Analysis and Student Fee Review Committee review is necessary for differentiated tuition. Once Senate Fiscal Committee recommendations are finalized, the request goes to the President and Provost for review and then for the official Board of Trustees approval.

☐ Yes ☒ No

If yes, please explain justification: **Differentiated tuition is not expected for launch.**



Total credit hours for program: **45**

Does this program have mandatory onsite training components? (e.g., practicum, residency, or internship)

☐ Yes ☒ No

If yes, please explain:

Does this program have any non-mandatory onsite training components? (e.g., orientation)

☒ Yes ☐ No

If yes, please explain:

**Students will be strongly encouraged to participate in campus-based professional development and career support that will be designed to support leadership development, connection to the practice and integrative learning. These are anticipated to occur 1-2 times per year.**



# Program Courses

The online program course delivery strategy at launch is outlined in the table below.

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

| Course Code and Name                                                           | Current Delivery Mode(s)*<br>(how course has been offered previously: in person, hybrid, distance learning, N/A - new course) | Core or Elective | Asynchronous or Synchronous or Both | First Term and Session (if applicable) this Course will be Offered as part of this Online Program | Other terms and sessions (if applicable) this course be offered (None, AU25, SP25, SU25) |
|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|------------------|-------------------------------------|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| <b>PUBHLTH 6010; Essentials of Public Health</b>                               | Distance                                                                                                                      | Core             | Asynchronous                        | <b>SP27</b>                                                                                       |                                                                                          |
| <b>PUBHHMP 6611: Health and Healthcare in the U.S.</b>                         | In person                                                                                                                     | Core             | Synchronous                         | <b>AU25</b>                                                                                       |                                                                                          |
| <b>PUBHHMP 7624: Health Economics for Experienced Professionals</b>            | Distance                                                                                                                      | Core             | Asynchronous                        | <b>AU26</b>                                                                                       |                                                                                          |
| <b>PUBHHMP 7605: Introduction to Health Policy</b>                             | In person                                                                                                                     | Core             | Synchronous                         | <b>SP26</b>                                                                                       |                                                                                          |
| <b>PUBHHMP 7611: Health Law for Managers</b>                                   | In person                                                                                                                     | Core             | Synchronous                         | <b>SU26</b>                                                                                       |                                                                                          |
| <b>PUBHHMP 6615: Public Health Leadership and Organizational Behavior</b>      | Distance                                                                                                                      | Core             | Asynchronous                        | <b>AU25</b>                                                                                       |                                                                                          |
| <b>PUBHHMP 6625: Leveraging Healthcare Data for Practice and Policy Change</b> | Distance                                                                                                                      | Core             | Asynchronous                        | <b>SP27</b>                                                                                       |                                                                                          |



| Course Code and Name                                                             | Current Delivery Mode(s)*<br>(how course has been offered previously: in person, hybrid, distance learning, N/A - new course) | Core or Elective | Asynchronous or Synchronous or Both | First Term and Session (if applicable) this Course will be Offered as part of this Online Program | Other terms and sessions (if applicable) this course be offered (None, AU25, SP25, SU25) |
|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|------------------|-------------------------------------|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| <b>PUBHHMP 7683: Operations Management and System Design</b>                     | Distance                                                                                                                      | Core             | Asynchronous                        | <b>AU26</b>                                                                                       |                                                                                          |
| <b>PUBHHMP 7615: Health Services Organizational Management</b>                   | Distance                                                                                                                      | Core             | Asynchronous                        | <b>SU26</b>                                                                                       |                                                                                          |
| <b>PUBHHMP 6630: Project Management</b>                                          | Distance                                                                                                                      | Core             | Asynchronous                        | <b>AU26</b>                                                                                       |                                                                                          |
| <b>PUBHHMP 7620: Health Services Finance I</b>                                   | In person                                                                                                                     | Core             | Synchronous                         | <b>AU25</b>                                                                                       |                                                                                          |
| <b>PUBHHMP 7621: Health Services Finance II</b>                                  | In person                                                                                                                     | Core             | Synchronous                         | <b>SP26</b>                                                                                       |                                                                                          |
| <b>PUBHHMP 7622: Health Services<br/>PUBHHMP XXXX: Financial Decision Making</b> | In person                                                                                                                     | Core             | Synchronous                         | <b>SU26</b>                                                                                       |                                                                                          |
| <b>PUBHHMP 7631: Strategic Management &amp; Program Development</b>              | In-person                                                                                                                     | Core             | Synchronous                         | <b>SP27</b>                                                                                       |                                                                                          |
| <b>PUBHHMP XXXX: Leadership/ Professional/ Executive Skills Development</b>      | N/A                                                                                                                           | N/A              | N/A                                 | <b>SP26</b>                                                                                       |                                                                                          |



# State Authorization / Disclosure

Ohio State Online will support necessary steps for approvals and notifications, and the program will abide by state laws and disclosure requirements, for items selected yes.

|                                                                                                                | Yes/No |
|----------------------------------------------------------------------------------------------------------------|--------|
| Enroll students located outside Ohio?                                                                          | Yes    |
| Does this program potentially lead to a professional license or certification in any state?                    | No     |
| Conduct on-ground supervised field experiences such as clinicals, practicums, student teaching or internships? | No     |

**Certificate Of Completion**

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Columbus, OH 43210

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bane.17@osu.edu

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bane.17@osu.edu

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Kynthia Drosch

drosch.4@osu.edu

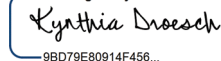
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Student Services

The Ohio State University

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Aram Dobalian

dobalian.1@osu.edu

Associate Dean for Graduate Studies

Security Level: Email, Account Authentication  
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Andrea N Garringer

garringer.11@osu.edu

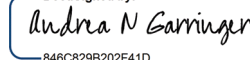
Assistant Dean

The Ohio State University

Security Level: Email, Account Authentication  
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Signed: 5/1/2024 12:40:19 PM

Karla Zadnik

zadnik.4@osu.edu

Dean, College of Optometry

The Ohio State University

Security Level: Email, Account Authentication  
(None)**Electronic Record and Signature Disclosure:**

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| Todd D. Thobe<br>thobe.34@osu.edu<br>The Ohio State University<br>Security Level: Email, Account Authentication (None)<br><b>Electronic Record and Signature Disclosure:</b><br>Not Offered via DocuSign     | COPIED    | Sent: 5/1/2024 2:22:20 PM |
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College of Public Health

# **Market Assessment – Executive Master’s in Health Administration (EMHA)**

February 2025



THE OHIO STATE UNIVERSITY  
ONLINE

Ohio State Online | Market Research

# Contents

- I. Preface
- II. Degree Completion Trends
- III. Comparable Program Analysis
- IV. Jobs Outlook
- V. Appendix



# Background

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The Master's in Healthcare Administration program's mission is to "provide early-to mid-careerists with an exceptional educational experience encompassing the organization, financing, delivery and improvement of health care services leading to rewarding careers in health services management and policy". Currently, the MHA program is offered in a full-time residential format that primarily, and increasingly, attracts early careerists that are less than two years out of college. The proposed EMHA online program will enable Ohio State to more completely fulfill this mission by extending the reach to a more experienced, mid-career professional.

This Market Assessment is designed to assess the market for the EMHA. Specific objectives include:

## 1) Understand the Market

- What is the current state of the market? Is the degree program growing? Are distance programs growing?
- What can be expected for program size?

## 2) Assess the Competition

- Who are the top institutions? Are they growing?
- Are there any interesting competitive offerings?
- Profile several competitors to understand the state of the competition

## 3) Evaluate the Job Market

- What are the key job outcomes from this degree? Are those jobs in demand?
- What skills are associated with the jobs?

# Insights & Recommendations

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This analysis indicates that Ohio State should continue development of the online offering of a Master's in Health Administration.

- Completions are growing in this market, especially distance/online completions which have grown 38% in the last 5 years
- Institutions offering the program are also growing indicating Ohio State should move quickly to grab share as others enter the market
- The largest growing type of institution are For Profit schools who have large market shares and growing completions. It is important for Ohio State to design a program to attract the mid-career, adult online learner to share in this growth.
- Job demand is positive, projected to be over +16% through 2032. The MHA degree has broad application so there is a wide span of student outcomes and many in-demand skills. Creating awareness of this degree and the outcomes will be important for success and attracting a diversity of students.

# Degree Completion Trends

*Lightcast provides data on college enrollments and graduates, as reported in the National Center for Education Statistics (NCES) IPEDS dataset. This includes gender and race/ethnicity data for enrollees by school; graduates by school, CIP code, award level and data on distance completions, as well as information on tuition and other student fees.*



# Program Mapping Analysis

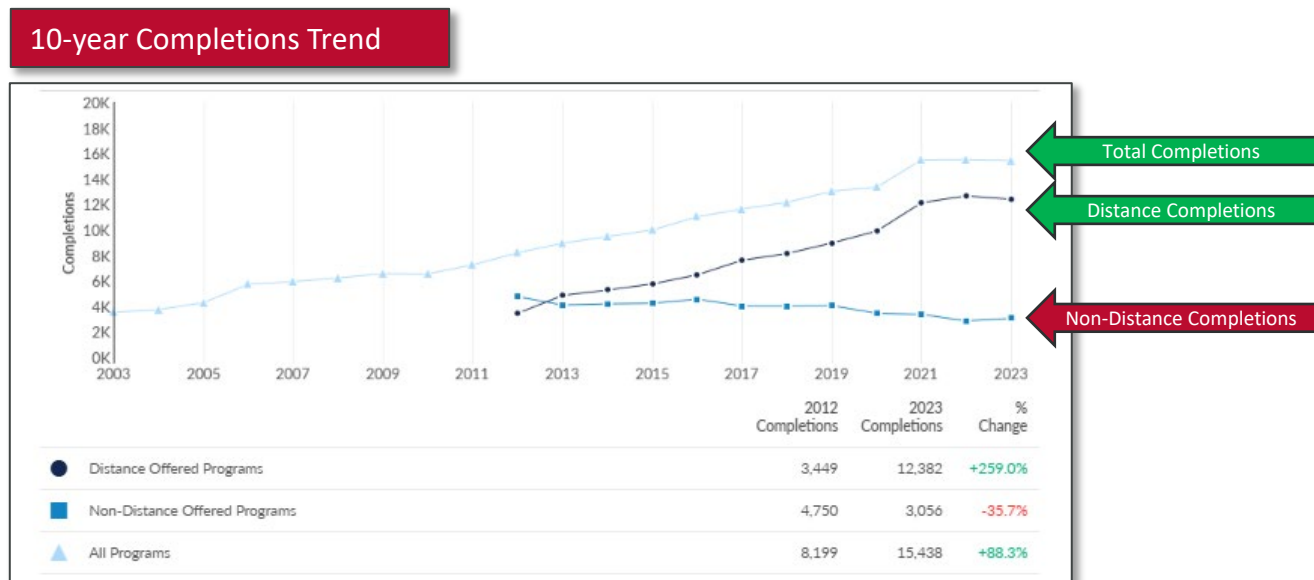
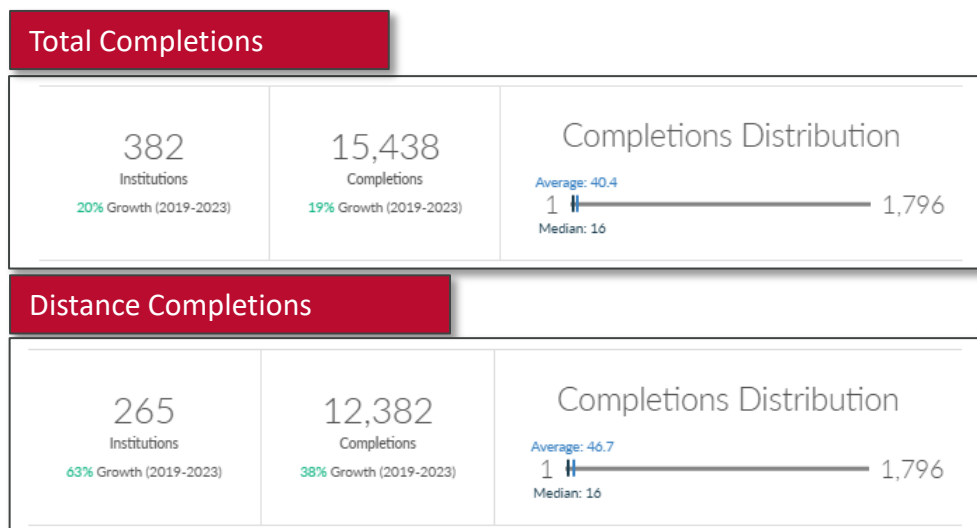
A review of CIP codes is conducted to ensure this analysis is inclusive of all degrees and programs in this space. This involves a review of comparable programs and to the extent possible, identifies CIP codes associated with those programs. This determines the CIP codes to be included, which can be one or more pending the mapping structure. An explanation of CIP codes is in the Appendix. [CIP codes](#)

Below is a selection of institutions with publicly available CIP-to-program mappings and similar offerings to the Ohio State program. For this analysis three CIP codes were used: **51.0701, 51.0702, 51.0000**.

| Institution                           | Modality             | Program Name                                                               | CIP Mapping | CIP Description                                               |
|---------------------------------------|----------------------|----------------------------------------------------------------------------|-------------|---------------------------------------------------------------|
| Penn State World Campus               | Online               | <a href="#">Health Policy and Administration (MHA)</a>                     | 51.0701     | Health/Health Care Administration/Management                  |
| Louisiana State University Shreveport | Online               | <a href="#">Master of Health Administration</a>                            | 51.0701     | Health/Health Care Administration/Management                  |
| Xavier University                     | Online and on Campus | <a href="#">Executive Masters of Health Services Administration (MHSA)</a> | 51.0701     | Health/Health Care Administration/Management                  |
| Ohio University                       | Online               | <a href="#">Online Master of Health Administration (MHA)</a>               | 51.0701     | Health/Health Care Administration/Management                  |
| University of Maryland Global Campus  | Online               | <a href="#">Online Master’s Degree: Healthcare Administration</a>          | 51.0702     | Hospital and Health Care Facilities Administration/Management |
| University of Central Florida         | Online               | <a href="#">Online Executive Master of Health Administration</a>           | 51.0000     | Health Services/Allied Health/Health Sciences, General        |
|                                       |                      |                                                                            |             |                                                               |
| Ohio State University                 | On Campus            | <a href="#">Master of Health Administration</a>                            | 51.0702     | Hospital and Health Care Facilities Administration/Management |

# National Market Trends: Master's Level Completions

- This is a large and growing market, offering opportunity for Ohio State to expand its offering.
  - While the total market for completions has grown 19% over the last 5 years, distance completions are growing at 38%.
  - The number of institutions offering distance programs grew 63%, indicating an urgency to take advantage of the market growth.
- Average cohort size for distance programs is 46 with a median of 16.
  - Ohio State's completions as reported by Lightcast for the CIP codes indicated, was 58 in 2023, indicating Ohio State has the opportunity for a better than average cohort size if it meets the on campus completions threshold.



# Market Share, Top Five Institutions –Total Completions

- The top 5 institutions have 25% of the market share, leaving 377 institutions to share the remaining 75% of the market, indicating heavy competition.
- The Top 5 programs are also the Top 5 Distance/Online programs. These programs have tremendous size compared to competition and are showing significant growth.
  - It will be important for Ohio State to ensure it is offering a program that meets the needs of the adult learner online to ensure it can grow among this important target.

| Institutions                            | CAHME Accredited | Master's Degree Completions (2023) | Growth % YOY (2023) | Market Share (2023) | 5 Year Completions Trend (2019 -2023) | Completions Reported via Distance-Delivery, 2021-2022 |
|-----------------------------------------|------------------|------------------------------------|---------------------|---------------------|---------------------------------------|-------------------------------------------------------|
| Western Governors University            | No               | 1,796                              | 1.2%                | 11.6%               | ↑                                     | Yes                                                   |
| University of Phoenix – Arizona         | Yes              | 808                                | 16.6%               | 5.2%                | ↑                                     | Yes                                                   |
| Capella University                      | No               | 573                                | 2.1%                | 3.7%                | ↑                                     | Yes                                                   |
| Southern New Hampshire University       | No               | 439                                | 37.2%               | 2.8%                | ↑                                     | Yes                                                   |
| Louisiana State University – Shreveport | No               | 422                                | 2.7%                | 2.7%                | ↑                                     | Yes                                                   |
| Ohio State University – Main Campus     | Yes              | 58                                 | -22.7%              | 0.004%              | ↑                                     | No                                                    |



# Comparable Program Analysis



# Comparable Program Rationale

Comparable institutions are identified to provide a broad view of competitors in the market. Completion data for institutions are provided below. The data should be viewed with caution as some institutions may map multiple programs to the same CIP codes.

It should be noted that this comparable program analysis may include programs or institutions that the college does not consider as a “peer” or “competitor” but were chosen to show different offerings and comparisons.

Comparable Programs included in this analysis:

| Completions (Lightcast) * **    | CAHME Accredited | 2019 | 2020 | 2021 | 2022 | 2023 |
|---------------------------------|------------------|------|------|------|------|------|
| Xavier University               | Yes              | 29   | 19   | 25   | 33   | 30   |
| University of Cincinnati        | Yes              | 119  | 117  | 58   | 88   | 62   |
| University of Phoenix - Arizona | Yes              | 666  | 524  | 761  | 693  | 808  |
| University of Central Florida   | Yes              | 90   | 117  | 121  | 12   | 173  |
| Ferris State University         | Yes              | 8    | 13   | 12   | 15   | 19   |
| Southern New Hampshire          | No               | 271  | 271  | 358  | 320  | 439  |

*\*Institutions may map multiple programs to the profiled CIP code    \*\*Total may include online and on-campus completions.*

# Online Master's Comparable Programs Analysis

| Institution                              | Program Name                                               | Modality             | Estimated Tuition*                                                                                                          | Completion Details | Program Value Proposition and Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------|------------------------------------------------------------|----------------------|-----------------------------------------------------------------------------------------------------------------------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <a href="#">Xavier University</a>        | Executive Masters of Health Services Administration (MHSA) | Online and On Campus | <b>Total Cost:</b><br>\$32,424<br><br><b>Cost per Credit:</b> \$722                                                         | 42 credits         | <p>Xavier University Online offers professionals an Executive Master of Health Services Administration (MHSA) in a 100% online format. You will join a nationally-ranked program accredited by the Commission on Accreditation of Healthcare Management Education (CAHME). The online Executive MHSA requires no on-campus visits, so you can earn your MHSA degree without interrupting your life and career.</p> <p>This 42-credit degree program is designed for busy professionals, with at least one year of experience in the healthcare sector, or similar, who are ready to leverage their health care experience and transform the delivery of health care services.</p> <p>As a student in Xavier's online Executive MHSA degree program, you'll be guided by highly skilled faculty and professional health leaders, as you join a class of no more than 20 peers who share your same passion and drive for success.</p> <p>Our award-winning Health Services Administration program is the only program in the country to have received three inaugural CAHME Awards:</p> <ul style="list-style-type: none"> <li>• 2019 CAHME/Wharton Research Data Services "Best Paper for Empirical Research Award"</li> <li>• 2017 CAHME/Canon Solutions America Award for "Sustainability in Healthcare Management Education and Practice"</li> <li>• 2016 the CAHME/Ascension Health Award for "Excellence in Healthcare Leadership Development"</li> </ul> |
| <a href="#">University of Cincinnati</a> | Master of Health Administration (Executive) - MHA          | Online               | <b>Total Cost:</b><br>\$30,160<br><br><b>Cost per credit:</b><br>\$754 - Resident<br><br>Non-resident<br>+\$15/ credit hour | 40 credits         | <p>Our executive MHA program is designed for mid-career health professionals that are looking to move into an executive role within their organization.</p> <p>The Executive Master of Health Administration degree from the University of Cincinnati Online features interdisciplinary coursework provided by both the College of Allied Health Sciences and the Carl H. Lindner College of Business. The online EMHA curriculum consists of 40 semester credits, including two introduction courses, nine core courses and a two-part capstone course. Students take courses part-time, between six and nine credit hours per semester.</p> <p>This program primarily utilizes an online-learning asynchronous approach. Our best practice approach to learning draws upon experience and perspectives in leadership, finance, quality improvement, epidemiology, health economics and health policy to provide a broad-based educational experience leading to outcomes which will benefit the students' organizations and communities.</p>                                                                                                                                                                                                                                                                                                                                                                                                                |

\*Tuition estimates are based on publicly available information, other fees are generally not included in estimates



# Online Master's Comparable Programs Analysis

| Institution                                   | Program Name                                     | Modality | Estimated Tuition*                                                        | Completion Details | Program Value Proposition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------|--------------------------------------------------|----------|---------------------------------------------------------------------------|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <a href="#">University of Phoenix</a>         | Online Master of Health Administration           | Online   | <b>Total Cost:</b><br>\$25,128<br><br><b>Cost per credit:</b><br>\$698    | 36 credits         | <p>With a Master of Health Administration degree you can develop your healthcare knowledge and expertise as a leader. We're empowering a new kind of healthcare professional. Our capstone course gives you the opportunity to use the assignment to create a leadership proposal to help you pursue your career goals in the healthcare industry. And the skills-based curriculum of this CAHME-accredited program aligns with essential leadership competences and the standards of the healthcare industry's premier professional association, the American College of Healthcare Executive.</p> <p>Earn career-relevant skills in weeks – not years.<br/>Learning shouldn't take years to put into practice. That's why we're empowering you to build career-relevant skills with every five- to six-week course.</p> <p>You can specialize your degree to focus on an area of interest in your healthcare career.</p> <ul style="list-style-type: none"> <li>• Master of Health Administration with a concentration in Health Care Compliance and Privacy</li> <li>• Master of Health Administration / Master of Business Administration</li> </ul> |
| <a href="#">University of Central Florida</a> | Online Executive Master of Health Administration | Online   | <b>Total Cost:</b><br>\$33,998<br><br><b>Cost per Credit:</b><br>\$772.69 | 44 credits         | <p>As a leader in online MHA programs, UCF Online believes in the transformative power of higher education. When you enroll, you'll join a dedicated cohort of no more than 30 students working towards becoming health care administrators. In addition, students enrolled in the program enjoy a selection of professional and academic development benefits at no extra cost, including:</p> <ul style="list-style-type: none"> <li>• IHI Open School – Basic Certificate in Quality and Safety</li> <li>• 1 Year of ACHE Student membership</li> <li>• MGMA student membership</li> <li>• Funding opportunities for professional development</li> <li>• Networking and event opportunities</li> </ul> <p>Students should have a minimum of three years of relevant experience in healthcare management before applying and may complete their degree in as few as two years.</p> <p>The eMHA program is comprised of 11 courses, or 44 credit hours – 40 credit hours of core courses and a 4-credit hour Capstone course.</p>                                                                                                                       |

*\*Tuition estimates are based on publicly available information, other fees are generally not included in estimates*

# Online Master's Comparable Programs Analysis

| Institution                                       | Program Name                                 | Modality | Estimated Tuition*                                                     | Completion Details | Program Value Proposition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------|----------------------------------------------|----------|------------------------------------------------------------------------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <a href="#">Ferris State University</a>           | Master's of Healthcare Administration        | Online   | <b>Total Cost:</b><br>\$30,800<br><br><b>Cost per Credit:</b><br>\$770 | 40 credits         | <p>Accelerate Your Healthcare Career - Our fully online Master's of Healthcare Administration (MHA) degree program is designed to meet the needs of today's healthcare leadership. In our MHA program, you will develop the extensive expertise needed to build a career as a leader in the healthcare industry.</p> <ul style="list-style-type: none"> <li>• Earn your degree in just two years.</li> <li>• All classes offered fully online.</li> <li>• Work closely with our highly-experienced faculty.</li> <li>• Complete a specialized capstone project in a healthcare setting of your choice.</li> <li>• Move your career as a healthcare leader forward.</li> </ul>                                                                                                                                                                                                                                      |
| <a href="#">Southern New Hampshire University</a> | Master's in Healthcare Administration Online | Online   | <b>Total Cost:</b><br>\$22,932<br><br><b>Cost per Credit:</b><br>\$637 | 36 credits         | <p>Our rigorous curriculum was developed by well-respected practitioners and aligns with standards from both the Association of University Programs in Health Administration (AUPHA) and Healthcare Leadership Alliance (HLA). It's regularly reviewed by an advisory board comprised of healthcare professionals across the industry to reflect the industry's latest developments.</p> <p>This program requires you to take classes within 3 critical disciplines – integrated health profession, organizational leadership and health information management.</p> <p>As a master's in healthcare administration online student, you'll have the option to participate in HEaRT (Higher Education and Real-World Training) Challenges. These internship-type work experiences let you tackle a critical problem in healthcare, and then present your ideas and recommendations directly to industry experts.</p> |

*\*Tuition estimates are based on publicly available information, other fees are generally not included in estimates*

# Jobs Outlook

*Lightcast's Job Posting Analytics aggregates publicly available job postings from more than 51,000 sources, including sites like LinkedIn and Monster.com.*

*Timeframe unless otherwise specified: September 2023 – September 2024*



# National Occupation Outlook

- The occupation outlook is positive with over 16% projected growth through 2032.
- Occupations in this program area have a broad reach and are all projecting growth - the strongest being Medical and Health Services Managers and Statisticians.
- Ohio's growth projections are not as strong as the national growth but is projected to be close to 12% in the state.

## Ohio

|                                                       |                                                   |                                                                               |                           |
|-------------------------------------------------------|---------------------------------------------------|-------------------------------------------------------------------------------|---------------------------|
| 30,809<br>Jobs (2022)*<br>10% below National average* | +11.9%<br>% Change (2022-2032)*<br>Nation: +16.4% | \$28.95/hr<br>\$60.2K/yr<br>Median Earnings<br>Nation: \$31.53/hr; \$65.6K/yr | 3,087<br>Annual Openings* |
|-------------------------------------------------------|---------------------------------------------------|-------------------------------------------------------------------------------|---------------------------|

## National

Target Occupations

[Jump to Program to Occupation Mapping](#)
[Jump to Occupation Overview](#)

\*Filtered by the proportion of the national workforce in these occupations with a Master's degree

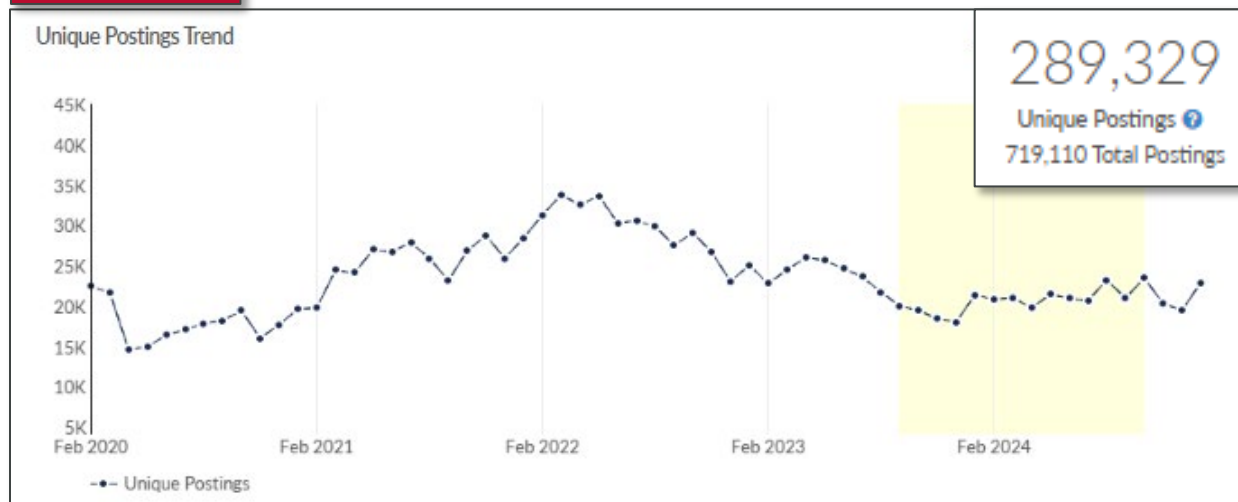
| 1.00M<br>Jobs (2022)*                                                  | +16.4%<br>% Change (2022-2032)* | \$31.53/hr<br>\$65.6K/yr<br>Median Earnings | 105,232<br>Annual Openings* |                          |
|------------------------------------------------------------------------|---------------------------------|---------------------------------------------|-----------------------------|--------------------------|
| Occupation                                                             | 2022<br>Jobs*                   | Annual<br>Openings*                         | Median<br>Earnings          | Growth (2022 -<br>2032)* |
| Managers, All Other                                                    | 187,626                         | 17,757                                      | \$50.55/hr                  | +14.95%                  |
| Human Resources Specialists                                            | 165,135                         | 17,379                                      | \$32.53/hr                  | +14.52%                  |
| Medical and Health Services Managers                                   | 129,789                         | 15,852                                      | \$52.83/hr                  | +38.15%                  |
| First-Line Supervisors of Office and Administrative Support<br>Workers | 118,410                         | 12,035                                      | \$30.43/hr                  | +1.12%                   |
| Public Relations Specialists                                           | 68,573                          | 6,731                                       | \$32.15/hr                  | +12.40%                  |
| Compliance Officers                                                    | 66,244                          | 6,653                                       | \$36.34/hr                  | +15.37%                  |
| Social and Human Service Assistants                                    | 62,782                          | 8,151                                       | \$19.91/hr                  | +16.58%                  |
| Human Resources Managers                                               | 49,866                          | 5,081                                       | \$65.32/hr                  | +17.33%                  |
| Administrative Services Managers                                       | 40,496                          | 3,875                                       | \$51.14/hr                  | +11.53%                  |
| Clinical Laboratory Technologists and Technicians                      | 26,589                          | 2,104                                       | \$29.22/hr                  | +8.63%                   |
| Medical Secretaries and Administrative Assistants                      | 20,282                          | 2,882                                       | \$19.54/hr                  | +21.60%                  |
| Public Relations Managers                                              | 20,138                          | 2,067                                       | \$64.63/hr                  | +22.26%                  |
| Community Health Workers                                               | 14,913                          | 1,815                                       | \$23.13/hr                  | +12.04%                  |
| Statisticians                                                          | 12,559                          | 1,227                                       | \$49.92/hr                  | +24.14%                  |
| Health Technologists and Technicians, All Other                        | 10,594                          | 981                                         | \$22.86/hr                  | +16.41%                  |
| Medical Records Specialists                                            | 7,572                           | 641                                         | \$23.43/hr                  | +10.70%                  |



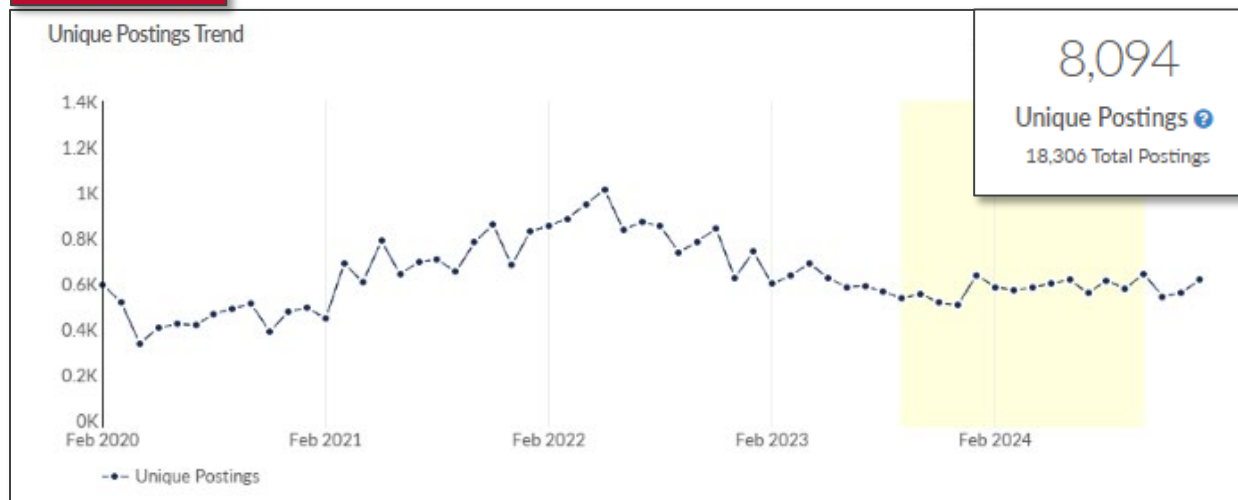
# Jobs Outlook

- In the last year there were ~289K unique job postings nationally related to graduate outcomes as defined by the CIP to occupation (SOC) mapping, which is a broad definition of occupations.
- Job Postings had been declining since reaching a high in 2022 but have been rebounding over the last year.
- Ohio comprises less than 3% of the job postings and has a similar growth trend in postings and job demand in the last year.

## National



## Ohio



# Skills Outlook

- Many skills in this degree area are in demand and projected to grow. Some of the highest in projected growth are:
  - Finance
  - Process Improvement
  - Data Analysis
  - Marketing
  - Auditing
- The biggest gap area (in job postings and not in profiles) is Project Management.
- These are good skills to consider in curriculum development



# Contact

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# Appendix



# A Note on the Report

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Assumptions on occupations, skills, and classification of instructional program (CIP) codes were made based on the **CIP code identified by Ohio State Online and Ohio State's current program mappings.**

Due to the self-reported nature of the data obtained through the National Center for Education Statistics (NCES), some comparable and competitor programs may report completions for this degree program under a different CIP code not included in this analysis. 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

**Data and accompanying analyses are to be used for directional purposes only.** Curricula and tuition information are based on publicly available information and may not be comprehensive.

# Classification of Instructional Program (CIP) Codes

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The CIP taxonomy is organized on three levels:

1. Two-digit series (e.g., 12) - represents the most general groupings of related programs
2. Four-digit series (e.g., 12.01) – represents the intermediate groupings of programs that have comparable content and objectives
3. Six-digit series (12.0101) – represents the most granular level
4. Overall, CIP codes, are not intended to correspond exclusively to any specific degree or program level.

# Lightcast

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Lightcast's Profile Analytics is built from individual profiles of over 120 million workers in the U.S. (aggregated from sites such as LinkedIn).

Lightcast's Job Posting Analysis aggregates publicly available job postings from more than 51,000 sources, including sites like LinkedIn and Monster.com

Lightcast defines a skill as any competency or attribute that an employer may use to distinguish one role from another, or similarly that a candidate may add to their resume to distinguish themselves from other candidates.

Distance Offered Program: A program for which all of the required coursework is able to be completed via distance education courses. All completions of this program are considered distance offered completions, even if some students chose not to enroll in distance education courses.