



OTTERBEIN UNIVERSITY

Master of Science in Allied Health
Handbook 2021-2022

Table of Contents

Otterbein University Core Values, Guiding Principles, and Brand Pillars	4
Core Values	4
Otterbein University Guiding Principles	4
Otterbein Brand Pillars	4
Master of Science in Allied Health Mission Statement	5
Master of Science in Allied Health Program Description.....	5
Nondiscrimination Policy	5
MSAH Curriculum Core Curriculum	5
MSAH Core Courses	6
Exercise and Health Science Curriculum (36 hours)	6
Healthcare Administration Curriculum (30 hours)	7
Transfer Credit	8
Capstone Project.....	9
Uploading Capstone Projects to Otterbein University’s Digital Commons and OhioLINK ETD	9
Dishonesty: Academic Dishonesty and Other Forms of Dishonesty	9
What is Academic Dishonesty?.....	9
What is cheating?	10
What is complicity?.....	10
What is falsification?.....	10
What is multiple submission?.....	10
What is plagiarism?.....	11
What happens in cases of academic dishonesty?	11
Other forms of dishonesty.....	12
Grade Discrepancies/Appeals for Grade Changes	12
Academic Grievances.....	13
Academic Policy Appeals	13
Academic Support Center (including Disability Services)	13
Disability Services (DS)/Accessibility Resources	13
Writing Center	14
Academic Coaching.....	14
Student Concerns.....	14
Bias Incidents, Harassment, Title IX and Related Concerns.....	14
Bias Incident Reporting.....	14

Harassment, Intimidation, Sexual Misconduct, and Title IX.....15

Graduate Student Events..... 15

 Guest Lecture Series..... 15

 Graduate Student Conference..... 16

 Graduate Commencement 16

Master of Science in Allied Health Course Descriptions..... 16

Appendix A-Individual Program Checklists 20

Otterbein University Core Values, Guiding Principles, and Brand Pillars

Core Values

We fulfill our commitment to achieving and maintaining academic excellence through the following:

- **Diversity:** We are committed to creating a culture that recognizes, respects, embraces, and value differences in the broadest sense.
- **Equality:** We are committed to sustaining an environment where all community members have the opportunity to fulfill their potential.
- **Inclusiveness:** We are committed to being inclusive—a historic value which led to the creation of a distinctive culture as a welcoming community and a sense of shared responsibility for the future of the University.
- **Lifelong Learning:** We are committed to providing avenues for students, faculty, and staff to pursue opportunities to continue to develop their skills and knowledge either for the purposes of advancing their careers or for personal fulfillment.
- **Opportunity:** We are committed to remaining a “College of Opportunity” for students, faculty, and staff with the potential to succeed at Otterbein.
- **Service:** We are committed to fostering a culture of social responsibility, civic engagement, and meaningful service to our communities.
- **Sustainability:** We are committed to pursuing the ideal of sustainability in the decisions we make in planning the future of our community.

Otterbein University Guiding Principles

Accountability: We hold ourselves and one another to high professional standards and accept responsibility for our actions.

Collaboration: We believe in working together for the betterment of our students and community.

Excellence: We work hard to excel individually and collectively to establish Otterbein as a leader in higher education.

Innovation: We look for creative and innovative approaches both in the way we routinely do our work and how we address challenges.

Integrity: We pledge to be honest, just, and consistent in word and deed.

Quality: We embrace a high-quality working and learning environment that seeks opportunities for continuous improvement.

Transparency: We will work together to promote a culture of openness and transparency that ensures efficiency, effectiveness, and builds trust.

Otterbein Brand Pillars

Otterbein offers...

- the smartest way to learn,
- a place to belong,
- the opportunity to realize one’s personal best,

- and the values to serve the common good.

Living and learning as a contributing member of Otterbein's model community will prepare you to lead a life of purpose.

Master of Science in Allied Health Mission Statement

The Master of Science in Allied Health (MSAH) will provide students with an advanced professional skill set to broaden career opportunities for individuals seeking knowledge in the areas of allied health administration, management, leadership, and health and wellness. The Department of Health and Sport Sciences (HSS) is dedicated to creating a challenging and supportive environment where all members can develop their talents, intellectual abilities and a passion for lifelong learning. This program serves to draw on the strengths of the current undergraduate curriculums to ultimately meet the emerging needs of the constituencies we serve.

Master of Science in Allied Health Program Description

The Master of Science in Allied Health degree is intended to further the educational background of individuals holding either a two-year associate or a baccalaureate degree in a related health care field of study. The umbrella of Allied Health is broad and it is necessary for individuals with an obtained associate's or baccalaureate degree to extend their academic achievement to the Masters level in order to advance their careers. The Master of Science in Allied Health is designed to enhance the ability of professionals to think critically, collect and analyze data, and utilize relevant information technologies. Otterbein University has an established reputation for graduate level study and the Department of Health and Sport Sciences is committed to developing competent, self-directed professionals through sound curricular programming, dedicated faculty, and appropriate facilities and equipment.

Nondiscrimination Policy

Otterbein University is committed to providing a welcoming environment free from discrimination. To this end, Otterbein does not discriminate on the basis of age, color, creed, disability, gender, gender expression, gender identity, genetic information, marital status, military status, national origin, partnership status, pregnancy, race, religion, sex, sexual orientation, veteran status, or any other legally protected status in admissions, in access to or in treatment within its educational programs or activities, in employment, recruiting, or policy administration.

In addition, Otterbein will not tolerate harassment by or of its employees, faculty, students, vendors, or visitors through words or actions based on the above. For more information about Otterbein's nondiscrimination policy, contact the Office of Human Resources at

<https://www.otterbein.edu/about/careers/>.

MSAH Curriculum Core Curriculum

Prerequisite courses

Students pursuing the *Exercise and Health Science* option will need undergraduate courses in Anatomy and Physiology, General Nutrition and a Statistics course to meet the pre-requisite requirements.

Students pursuing the *Healthcare Administration* option will need an undergraduate Statistics course.

Prerequisite courses must be completed at an accredited college with a grade of C or higher. If you have prerequisite courses which **are not completed prior to the application deadline**, you should plan with your academic advisor as to when you will complete these courses

MSAH Core Courses

All students must complete the “core” requirements for the Master of Science in Allied Health. The core requirements are as follows:

Core Courses: 15 hours total

- MSAH 5000 Research Design (3 hours) [Pre-req: MATH 1240 or equivalent]
- MSAH 5050 Allied Health Care Administration (3 hours)
- MSAH 5220 Evidence-based Practice (3 hours)
- MSAH 5230 Leadership and Ethics (3 hours)
- MSAH 5300 Program Planning and Evaluation (3 hours)

Goals of the Core Courses

1. Provide students with advanced leadership skills which will enable practitioners to advance their knowledge related to leadership, ethical and advocacy issues within their respective professional areas.
2. Equip students with a foundation to plan and evaluate programming within their respective Allied Health areas.
3. Students will be able to understand and utilize Evidence-Based Practice knowledge in the development of a clinically or thesis-based capstone project.
4. Students will develop an appreciation for life-long learning skills (critical thinking, ability to reflect, etc.) that entail understanding that their respective profession is always evolving.
5. Students will connect the foundational knowledge obtained with related clinical or practical experience through direct involvement in the students’ respective area of Allied Health.

Exercise and Health Science Curriculum (36 hours)

This program would be for students with an obtained baccalaureate degree in Allied Health, Exercise Science and Health Promotion, Kinesiology, or other related fields. This option is intended to prepare professionals with increased knowledge regarding the fitness and nutrition needs of individuals across the life-span, in accordance with the goals of Healthy People 2030. This degree will also enable Exercise and Health Science professionals to work toward further certification(s) within these fields. Examples include (but are not limited to) CSCS, CHES, or ACSM-HFS. The five Foundation courses are required for the Master level work plus the following courses:

Exercise and Health Science Advanced Practice Content: 6 hours

MSAH 6300 - Wellness for Special Populations – 3 hours

MSAH 6400 - Worksite Wellness Design - 3 hours

Students in the Exercise and Health Science track would then be able to choose 3 electives to individualize their degree plan according to their future career goals.

Exercise and Health Science Goals

1. Develop advanced practice skills as they pertain to fitness and physically active clients.
2. Develop wellness-based knowledge for the worksite population.
3. Develop skills to manage, assess and evaluate all aspects of physical activity and wellness-based facilities.
4. Develop leadership skills to manage employees in physical activity and wellness-based facilities.

Electives for Exercise and Health Science

MSAH 5150 - Advanced Strength & Conditioning (3 hours) [Pre-req: Basic Strength Conditioning]

MSAH 5500 - US Healthcare Policy (3 hours)

MSAH 5660 - Applied Performance Nutrition (3 hours) [Pre-req: Fundamentals of Nutrition AND Anatomy & Physiology]

MSAH 6510 - Ethical Healthcare Leadership (3 hours)

MSAH 6700 – Special Topics (3 hours)

MBA 5640 - Leadership & Entrepreneurship (3 hours)

MBA 5800 - Communications & Negotiations (3 hours)

MBA 6000 - Organizational Behavior & Development (3 hours)

MBA 6600 - Data Analytics (3 hours) [Pre-req: Statistics I]

MBA 6905 - Human Resource Management & Industrial Relations (3 hours)

Other courses can be substituted for the above if they are a better fit for the student's career goals.

Healthcare Administration Curriculum (30 hours)

This degree is designed for individuals who would like to enter management level positions within their respective Allied Health areas. Depending on their management area of choice, students can choose their specific advanced practice content area. The five Foundation courses are required for the Master level work plus the following courses:

Healthcare Administration Advanced Practice Content: 6 hours

MSAH 5500 – US Healthcare Policy (3 hours)

MSAH 6510 – Ethical HealthCare Leadership (3 hours)

Students in the Healthcare Administration track would then be able to choose 1 elective to individualize their degree plan according to their future career goals.

Electives for Healthcare Administration

MSAH 5150 - Advanced Strength & Conditioning (3 hours) [Pre-req: Basic Strength Conditioning]

MSAH 5660 - Applied Performance Nutrition (3 hours) [Pre-req: Fundamentals of Nutrition AND Anatomy & Physiology]
MSAH 6300 - Wellness for Special Populations (3 hours)
MSAH 6400 - Worksite Wellness Design (3 hours)
MSAH 6700 – Special Topics (3 hours)

MBA 5640 - Leadership & Entrepreneurship (3 hours)
MBA 5800 - Communications & Negotiations (3 hours)
MBA 6000 - Organizational Behavior & Development (3 hours)
MBA 6600 - Data Analytics (3 hours) [Pre-req: Statistics I]
MBA 6905 - Human Resource Management & Industrial Relations (3 hours)

Other courses can be substituted for the above if they are a better fit for the student's career goals.

Healthcare Administration Learning Goals:

1. Develop skills to manage, assess and evaluate all aspects of Allied Health facilities and programs.
2. Develop leadership and ethical skills to effectively lead Allied Health facilities and programs.
3. Gain practical experience in managing Allied Health facilities and programs.

Transfer Credit

A maximum of nine (9) semester hours of graduate work with a grade of “B” or higher may be transferred from an accredited graduate program upon approval of the HSS Graduate Program Director. After a student has been admitted to the graduate program, continuous progress toward completion of the degree is expected. The time limit for the completion of graduate course work is five years, computed from the first date credit is recorded on the college transcript until the program curriculum requirements are completed. Any transfer courses taken outside of the time limit will not be counted toward the degree. No transfer credit is awarded for life experience, portfolio, or credit by examination.

Transfer credit for one of the five foundation courses may be accepted, however, the credit hours for that course must still be taken through an additional elective course. No transfer credit will be accepted for the required Thesis (MSAH 7000) or Clinical Practicum (MSAH 6900).

Time Limit for Program Completion

The time limit for the completion of MSAH course work is five years, computed from the first date credit is recorded on the college transcript until the program curriculum requirements are completed. If this cannot be met due to circumstances beyond the student's control, an extension request can be submitted to the Graduate Program Director for consideration.

Change in Major/Program of Study

Students who wish to change their declared major or program of study should talk with their advisor to explore what this change will mean in relation to required course work. After making the decision to change a major or program of study, students should contact the Graduate School to request the appropriate form for making the change.

Grade Policy

For students seeking a Master's degree, a minimum grade of "B-" or 80% is required in all graduate course work. If a grade lower than a 80% is earned, the course must be repeated and a grade of 80% or higher must be earned in order to satisfactorily complete the course. A cumulative graduate grade point average of 3.0 or higher is required in order to remain in good standing and to graduate. Please refer to the Academic Standing Policy in the Academic Policies section of the Graduate Catalog for further details.

Capstone Project

All students have the opportunity to complete either a practicum or thesis for their capstone project. Students must complete 6 hours of either MSAH 6900 or MSAH 7000. Both courses are three (3) semester hours; therefore, each will be taken twice for a total of 6 hours or students may elect to take all six hours in one semester. Practicum students should connect their practical experience to the course learning outcomes covered in the MSAH curriculum. Students completing a thesis will pursue an original research question and present an oral and written defense of their work. Requirements and rubrics for the capstone project can be found in the capstone handbook.

Students are expected to present their capstone projects either at the annual Graduate Conference held in the spring or at another event determined in consultation with their academic advisor or graduate program director. Capstone presentations are part of capstone project completion, and they highlight students' achievements within their programs. Departmental showcases are held in August and November for graduates in the summer and fall terms respectively.

Uploading Capstone Projects to Otterbein University's Digital Commons and OhioLINK ETD

After completing capstone projects, students are strongly encouraged to upload them to Otterbein's Digital Commons and OhioLINK ETD (Electronic Theses and Dissertations). The Digital Commons @ Otterbein and OhioLINK ETD are free, online repositories of academic scholarship and creative work. Submitting your work to these databases makes it visible and accessible to a global community, provides a stable URL for your work, and has served as a path toward publication for some.

- Information about Otterbein's Digital Commons and OhioLINK ETD can be found at <https://www.otterbein.edu/library/services/thesis-dissertation-service/>.
- General information about Digital Commons @ Otterbein, including a map presenting global readership, can be found at <https://digitalcommons.otterbein.edu/>.
- Details and benefits of submitting your work to Digital Commons can be found at <https://digitalcommons.otterbein.edu/faq.html>.

Dishonesty: Academic Dishonesty and Other Forms of Dishonesty

What is Academic Dishonesty?

Additional information available at: <https://otterbein.libguides.com/ACADIntegrity/students>

Academic Integrity is our commitment to be honest, fair, and ethical in our scholarly work. Professors follow these principles in their research and teaching, and students must do the same in their learning and in their work after graduation. Cases of academic dishonesty for students usually fall in the following five categories:

- Cheating

- Complicity
- Falsification
- Multiple submission
- Plagiarism

What is cheating?

Cheating is any attempt to receive assistance in the completion of an assignment or exam from other people, printed or online materials, or any electronic device without the permission of the professor. This definition applies not only to activities within the examination room (e.g., copying from another student's paper, using a cheat sheet), but also to any attempt to obtain copies of examination questions without the faculty member's consent, including attempts to obtain them from students taking the exam at an earlier time or in a previous semester. It also includes submitting questions to web tutoring services to obtain answers before or during an exam.

In the case of open-book or open-resource exams, the instructor will indicate which sources are acceptable and which are not. If, for example, the instructor says that only the textbook is to be used in an open-book exam, consulting websites or other resources will count as academic dishonesty. Likewise, even if the instructor permits students to consult other sources, copying and pasting verbatim from the source (rather than using the source to arrive at your own answer) is a form of plagiarism and is also a violation.

In some classes and for some assignments, you will be asked to collaborate with other students. At other times you will be told to work on an assignment individually. If you are unsure of when it is permissible to work together with other students, make sure to ask your professor.

Assignments and exams are given in classes so that the professor can accurately assess your learning and give you helpful feedback to improve your learning. Cheating misrepresents your knowledge and skills, and thus harms your own learning.

What is complicity?

A student who willingly provides assistance not condoned by the University to another student is also in violation, whether or not the student providing the assistance has completed the examination. It is also a violation to provide essays, reports, and other projects to another student to be presented as that student's work. If you help another student commit an act of academic dishonesty, you may also be guilty of a violation, even if the work you submit for yourself is your own work.

What is falsification?

Submitting someone else's work as your own is not the only form of academic dishonesty. Other examples of dishonesty include falsifying data, misrepresenting sources, or manufacturing evidence. Some examples of these could include things like changing data from an experiment in order to falsely arrive at a desired conclusion, inappropriately editing or cherry picking from cited sources to make it sound like they're saying something they're not, or making up survey data for a report. Committing these kinds of acts in a professional or research setting would be unethical and even dangerous, and thus it is important to learn in college how to be responsible and ethical in representing data.

What is multiple submission?

The use of an identical or nearly identical piece of work to fulfill requirements in more than one course without the knowledge of the faculty members involved constitutes academic dishonesty. If a student

wishes to prepare a single piece of work for more than one course, the written permission of both faculty members must be secured beforehand. If a student wishes to submit a revised version of an earlier piece of work, written permission must be secured beforehand and the earlier version must be submitted along with the final version.

What is plagiarism?

Any use of the words or ideas of someone else as though they were one's own constitutes plagiarism, not just in formal papers, but in any writing that you do for a class, including homework, reports, and other projects. This definition applies to the use of both printed and unprinted sources, including the work of other students or faculty, and it applies not just when an entire paper is copied, but also to the inclusion of copied sentences as part of a larger work.

To avoid plagiarism, all borrowed words and ideas must be fully cited. Direct quotations, however small, must be placed in quotation marks or indented beyond the regular margins, and their sources must be clearly identified. Ideas or arguments not directly quoted but paraphrased must also be documented properly; merely altering the wording does not make their substance a student's own work.

Facts, formulas, and other types of information which are widely known and considered common knowledge in a field do not always require documentation, but a student may neither falsely claim the independent derivation or observation of such materials, nor borrow without acknowledgment someone else's special arrangement or use of it. If you are uncertain when and how to cite sources, you must consult with said faculty member before the submission of the finished work. It is the student's responsibility to make sure they understand what is required to avoid plagiarism.

When in doubt, a student should check with the faculty member teaching the course for which the work is being done.

What happens in cases of academic dishonesty?

Otterbein University follows the following process:

1. A faculty member who suspects the student may have committed an act of academic dishonesty shall submit evidence of the misconduct—accompanied by a cover letter—to the Associate Provost. The faculty member may inform the student of the suspected dishonesty, but what the faculty member says should be informational only, indicating only that they have forwarded an allegation and the supporting evidence to the Associate Provost. The faculty member should not—and the student should not expect the faculty member to—discuss the nature of the suspected dishonesty, whether or not it really occurred, what the consequence might be, and so on.
2. The Associate Provost shall assess the charge and evidence. If the Associate Provost finds the evidence unpersuasive, the Associate Provost will confer with the faculty member who brought the charge.
3. If the Associate Provost finds the evidence persuasive, the Associate Provost shall consult records in Academic Affairs to determine if this is a first or second offense.
4. The Associate Provost will then contact the student to arrange a meeting. In this meeting, they will explain the process to the student, make sure the student understands the charges, and review and discuss the allegation with the student. The student will be allowed to respond to the

evidence and will also be allowed to bring relevant witnesses who are members of the Otterbein community (legal counsel or parents will not be permitted to participate).

5. After meeting with the student, the Associate Provost will make a decision.

If the Associate Provost decides there is not enough evidence to find the student guilty of academic misconduct, they will notify the student and faculty member of this decision, the process will end, and records of the incident will be deleted.

If the Associate Provost decides there is convincing evidence of academic dishonesty, they will follow one of two courses:

If it is the student's first offense, the Associate Provost will confer with the faculty member to decide on an appropriate sanction. Depending on the severity of the offense, the sanction may be a failing grade on the test or assignment in which the dishonesty occurred, the lowering of the overall course grade by one or more letters, a failing grade for the course, or another sanction. The Associate Provost will then inform the student of the sanction. With a few exceptions, first offenses will not be recorded on the student's record.

- If the student graduates without any additional violations of academic integrity, all records will be deleted upon graduation from Otterbein.
- If it is the student's second offense, the Associate Provost will send the evidence, cover letter, and explanation of their decision to the Student Conduct Hearing Board for their recommendation for a sanction. Academic dishonesty cases that are reviewed by the Student Conduct Hearing Board may subject the student to suspension or dismissal as determined by the Board. (Second acts of plagiarism by graduate students may result in permanent dismissal from the graduate program and the University.)

6. Students have the right to appeal any decisions or sanctions. For first offenses, the student may appeal the Associate Provost's finding and sanction through the Provost and Vice President for Academic Affairs, who may refer the appeal to the Student Appeals Board for consultation. In second offenses, decisions of the Student Conduct Hearing Board are subject to appeal to the Student Appeals Board according to procedures in Article VII, Section 5 of the University Bylaws.

Other forms of dishonesty

in addition to acts of academic dishonesty described above, other acts of dishonesty include, but are not limited to the following:

- A. Furnishing false information to any University official, faculty member, or office.
- B. Forgery, alteration or misuse of any University document, record, or instrument of identification.
- C. Falsification, distortion, or misrepresentation of information before a judicial body.
- D. Supplying false information related to housing arrangements. In this case, the student will be expected to pay for housing/board costs for the entire academic year and be charged with falsifying records. Any act of dishonesty as aforementioned constitutes an intermediate violation and will be referred to the Student Conduct Hearing Board.

Grade Discrepancies/Appeals for Grade Changes

Grades submitted to the Office of the Registrar are considered final unless either of the following occurs:

1. Evidence of an error can be presented.
2. The student is convinced that their academic performance was evaluated in a prejudiced or capricious manner on anything other than on an academic basis.

Grades may not be changed by arranging to complete additional work or by meeting criteria not in accord with those applied to all other students enrolled in the course.

To appeal a grade, the student must consult with the instructor (or the department chairperson when the instructor is away from campus) no later than 12 months from the grading deadline for any given term. Signatures of both the instructor and the instructor's department chairperson are required to change a grade.

When a grading issue cannot be resolved through discussions with the instructor or department chairperson

1. The student may present evidence in writing to the Associate Provost of Graduate Studies or program in which the course is taught indicating an error, the prejudicial basis, or the capricious manner used in evaluating his or her performance.
2. The Associate Provost will consult with the student and instructor after which the appeal may be passed on to the Student Appeals Council for its consultation and judgment.

The actual grade change, if deemed in order by the Student Appeals Council, shall be determined by the Associate Provost in consultation with the student and the instructor involved (or the applicable Department Chairperson if the instructor is unavailable).

Academic Grievances

In most cases, students should first try to resolve grievances informally through an individual conversation or small group discussion with those involved. The next step would be to initiate the departmental student grievance process.

Academic Policy Appeals

Students have the right to appeal decisions made regarding (a) the application of an academic policy, (b) their academic progress, and/or (c) their academic status. Such appeals would be made to the Academic Hearing Board. To file an appeal, contact the Student Success & Career Development Center: 614-823-1624, studentsuccess@otterbein.edu, or <https://www.otterbein.edu/sscd/>.

Academic Support Center (including Disability Services)

Located on the second floor (rear) of Courtright Memorial Library, the Academic Support Center offers a range of support services for graduate students.

Disability Services (DS)/Accessibility Resources

Disability Services provides academic services and accommodations for students with diagnosed disabilities. Accommodations are based on an individual's specific diagnosed disability.

- To talk with the Disability Services Coordinator, Kera Manley, visit the DS Offices on the second floor (rear) of Otterbein's Courtright Memorial Library, email kmanley@otterbein.edu, or call 614-823-1618.

- To learn more about resources and accommodations offered through DS, visit Otterbein’s Student Accommodations and Support webpage: www.otterbein.edu/asc/academic-support-center/disability-services/accomodations/.
- To register with the Office of Disability Services, follow the “How to Register” link on the DS webpage: <https://www.otterbein.edu/asc/academic-support-center/disability-services/>.

Writing Center

The Writing Center (WC) offers a range of services that can help graduate students with specific writing assignments and/or address concerns about their writing. Graduate students may work directly with the Writing Services and Tutoring Coordinator or with WC-trained peer assistants. Consultations are in-person or remote. In addition, some graduate classes may include a writing workshop session facilitated by Writing Center staff.

- To make an appointment, use the online form: <https://www.otterbein.edu/asc/academic-support-center/writing-center/>.

Academic Coaching

The Academic Support Center provides academic coaching for graduate students who want to focus on time management, organization, study strategies, test taking strategies, etc.

For more information, contact the Academic Support Center, call 614-823-1610 or email academicsupportctrdept@otterbein.edu.

Student Concerns

As a starting point, graduate students can speak to their advisors or another member of their department when they have a question or concern related to their academic progress. The Otterbein University Student Concerns Information webpage identifies individuals and offices that can help students find answers to a range of other concerns: <https://www.otterbein.edu/about/sara/student-concerns-information/>.

Concerns that reach the level of Bias Incidents, Harassment, and Title IX issues are addressed as noted below.

Bias Incidents, Harassment, Title IX and Related Concerns

Bias incidents, harassment, intimidation, sexual misconduct, and related concerns violate Otterbein’s values and standards. All are prohibited. Below is information on each.

Bias Incident Reporting

Bias-related incidents are defined as behavior which constitutes an expression of hostility against a person or the property of another because of the targeted person’s age, creed, disability, ethnic or national origin, gender, gender identity, gender expression, marital status, political or social affiliation, race, religion, or sexual orientation. Even when offenders are not aware of their bias or do not intend to offend, bias is revealed. Such offenses demand a response and are not tolerated. Members of the campus community have several options for reporting incidents of bias or discrimination they experience or witness:

- Call the Otterbein Police: 614-823-1222.
- Contact the Office of Social Justice and Activism: jprysock@otterbein.edu or 614-823-1312.

- Call the Associate Dean of Student Affairs: 614-823-1250.
- Use the Silent Witness Form, which allows anonymous reporting of bias incidents and crimes to police: <https://www.otterbein.edu/police/silent-witness-form/>.
- Call the Campus Conduct Hotline: 866-943-5787 (This third-party service allows anonymous reporting and then reports the information to the university for follow-up. The response may take at least several days because of the third-party involvement.)

For more information on Otterbein’s Bias Incident Policy and options for responding see Otterbein’s Policy to Address Bias on Campus at <https://www.otterbein.edu/wp-content/uploads/2018/12/otterbein-bias-incident-policy.pdf>.

Harassment, Intimidation, Sexual Misconduct, and Title IX

Otterbein prohibits and will not tolerate acts of intimidation, harassment, sexual misconduct, and abuse. These behaviors violate the privacy and dignity of individuals and are a violation of federal and state laws. To access specific policies related to harassment, intimidation, and sexual misconduct, see the following:

- Otterbein University’s Judicial Policies: <https://www.otterbein.edu/residence-life/on-campus-housing-policies/university-judicial-policies/>.
- Otterbein University’s Title IX webpage: <https://www.otterbein.edu/about/title-ix/>.
- Otterbein University’s Policy on Discrimination and Harassment: <https://www.otterbein.edu/about/title-ix/>.

Retaliation. Otterbein University does not tolerate retaliation in any form against a member of the campus community (a) who files a complaint, (b) against whom a complaint has been filed, (c) who serves as a witness, or (d) who participates in an investigation of discrimination or harassment. The University will take steps to prevent retaliation or recurrence of any sexual misconduct on the complainant or others.

To report incidents of sexual harassment, sexual violence, dating/domestic violence and stalking, review Otterbein’s Sexual Misconduct Policy: <https://www.otterbein.edu/wp-content/uploads/2018/12/sexual-misconduct-policy.pdf>. Page 9 begins the discussion on reporting and reporting options.

- Contacts for cases involving sexual misconduct:
 - Julie Saker, Deputy Title IX Coordinator, at 614-823-1554, jsaker@otterbein.edu.
 - Scott Fitzgerald, Title IX Coordinator, 614-823-1130, sfitzgerald@otterbein.edu.
- Contact for cases involving discrimination:
 - Scott Fitzgerald, Director of Human Resources, 614-823-1130, sfitzgerald@otterbein.edu.

Graduate Student Events

The Graduate School hosts the following annual events to build a scholarly community, support graduate students in academic life, and engage with the broader community.

Guest Lecture Series

The Graduate School hosts a Guest Lecture Series event in most Fall and Spring Semesters. The Series exposes graduate students to in-depth discussions of current industry topics and trends, and is intended to be relevant across all graduate programs. Speakers are successful executives and leaders who may also discuss their career paths and the challenges and achievements they faced

along the way. Bringing students, faculty, staff, and the community together, the Series offers social and professional networking opportunities before and after each lecture. Students, faculty, and staff are notified of these events via campus email.

Graduate Student Conference

The Graduate Student Conference is held each Spring Semester. The conference highlights graduate student work from all five graduate programs—Allied Health, Business, Education, Educational Mathematics, and Nursing. This event celebrates the research, scholarship, and creative work of Otterbein graduate students and faculty, and fulfills the presentation component of capstone projects. The Conference features posters and presentations from current graduate students as well as posters highlighting faculty sabbatical projects.

Graduate Commencement

Graduate Commencement is held once a year, on the first Saturday after Spring Semester ends. All graduates, along with family and friends, are invited to attend this graduation ceremony, which is held on campus at Memorial Stadium.

Any student planning to graduate must request a Graduation Application one term prior to the term in which the degree is to be completed. (The application is available through Banner or the Registrar.) It is the student's responsibility to be aware of this requirement, to initiate the request, and to sign/return the application on time.

To participate in the Graduate Commencement Ceremony, a student must:

- Complete all academic degree requirements.
- Submit a completed Graduation Application (available through Banner or the Registrar).
- Submit any additional paperwork required in the Graduation Application.
- Meet all outstanding financial obligations.

Graduating students receive information about the commencement ceremony and the academic regalia required for the ceremony during the spring semester. Students can check [O-zone](#)—>[Resources](#)—>[A-Z List](#)—>[Commencement](#) throughout the year for deadlines, dates, and information about graduation.

Master of Science in Allied Health Course Descriptions

All courses are three credit hours unless noted.

MSAH 5000 Research Design

The purpose of this course is to introduce the student to the scientific research process in the field of Allied Health. It is assumed that students enrolling in this course will bring a variety of allied health experience to the class. Each student will then identify a specific area of interest and carry out a mini- thesis type of research project. Through this project the student will gain an appreciation for the literature search and review, research design and the oral and written skills developed in research reporting. It is also assumed that student entering this class will have a limited research background. ***Pre-requisite: MATH 1240 - Statistics or equivalent.***

MSAH 5050 Allied Health Care Administration

This course will provide each student the opportunity to explore the current theories associated with administrative practices, leadership, and program development. Students will learn how to apply these skills to their current and/or future employment areas as well as engage with local health care administrators on current administrative practices.

MSAH 5150 Advanced Strength and Conditioning

This course is designed to bridge the gap between clinical exercise science related course work and the practical application skills of strength and conditioning. The student will learn how to properly screen and evaluate clients for safe participation in an exercise program, design and implement exercise prescriptions for multiple populations and goal attainment, and apply the principles of exercise in a strength and conditioning environment. This course will prepare the student to take the ACSM Certified Health Fitness Specialist exam or the NSCA Certified Strength and Conditioning Specialist exam. Pre-requisite ATHT 3400, PHED 4400, HLED 2100/5100, BIO 1810 AND 1820

MSAH 5220 Evidence-based Practice/Informatics I

At the unit or micro-level, students use research methods to identify pertinent questions and articulate the evidence base for practice decisions. There is an opportunity to investigate evolving technologies that deliver, enhance, and document care with an emphasis on cost-effectiveness, safety and improved outcomes. Students use and analyze data sets to prepare them to improve patient care outcomes.

MSAH 5230 Leadership and Advocacy in Policy and HealthCare Organizations

In this course, students incorporate leadership skills, critical thinking, and decision-making abilities within diverse healthcare systems and policy organizations to foster accessible, safe, high quality, affordable, and efficient health services for individuals, families, and communities at local, regional, and state levels. They analyze and apply theoretical frameworks and evidence based practice to political activity concerning the legal and ethical provisions of health care. Role development skills of communication, collaboration, negotiation, delegation, and coordination are enhanced to create successful strategies to provide high quality care delivery at the micro- and macro-systems levels.

MSAH 5300 Program Planning and Evaluation

This course provides the student with the theoretical background needed to effectively understand and implement comprehensive program evaluation processes.

MSAH 5500 US HealthCare Policy

U.S. healthcare policy is shaped by a combination of political, regulatory, legal, and public initiatives. This course examines the influences of each on U.S. healthcare policy and their impact on healthcare delivery and healthcare professionals.

MSAH 5660 Applied Performance Nutrition

This seminar course increases knowledge and application of nutrition principles learned in the introductory nutrition course. Emphasis will be on the role of nutrition in health and wellness, disease prevention and obesity. Students will gain additional knowledge in principles of sports nutrition and its role in performance. We will also explore food sustainability and food safety. Current issues in nutrition will be discussed. Students will improve their confidence in applying nutrition principles based on evidence-based nutrition research and practice. Pre-requisites HLED 2100 AND BOTH EXSC 1111 and EXSC 1112 OR BIO 1810 and BIO 1820

MSAH 6300 Wellness for Special Populations

This course is designed to advance the clinical knowledge base of persons preparing for a career in health and wellness. This will enable practitioners to improve the scientific basis of their practice, update their content knowledge as it relates to the Health Sciences, and improve their skills related to critical inquiry.

MSAH 6400 Worksite Wellness Design

This course is designed to advance the clinical knowledge base of persons preparing for a career in health and wellness. This course is meant to prepare future professionals for the special needs and demands related to worksite health promotion.

MSAH 6510 Ethical HealthCare Leadership

This course emphasizes the moral and social responsibilities of healthcare organizational leaders as well as the practical application of ethical principles and concepts to organizational leadership behavior and decision-making.

MSAH 6700 Special Topics

The purpose of this course is to allow the graduate level student to explore specific current event areas of interest. Topics will vary and will explore areas not covered in the required curriculum.

MSAH 6900 Advanced Clinical Practicum

This is a 3-hr. course and may be repeated one time for a total of 6 credit hours. Clinical placements are to be designed to further the student's growth per their individual degree plan and may include settings such a cardiac rehabilitation, specialized rehabilitation facilities, alternative athletic training venues, etc. This course is designed to further the student's growth per their individual degree plan and may include clinical placement settings such a cardiac rehabilitation, specialized rehabilitation facilities, alternative athletic training venues, etc. The purpose of the practicum is to allow the student to gain valuable experience in the clinical setting as well as apply knowledge learned in the classroom to their respective clinical area of interest. This course is repeatable one time for a total of six semester hours.

MSAH 7000 Master's Thesis

If the Thesis option is chosen, students must enroll for a total of 6 hours to fulfill the requirement for graduation.

The Master's Thesis serves as a culminating project designed to allow the student to undertake a substantial research area of interest. Students will be required to develop a thesis committee which minimally will consist of the student's advisor and one other faculty member selected by the graduate student. Additional committee members may include other allied health professionals who have expertise in the selected research topic area. Students electing this option must complete two 3-hour terms for the Master's Thesis requirement. Students will also be expected to prepare an oral defense of their project.

Appendix A-Individual Program Checklists

Name:		Program Start Term:	
MSAH - Exercise and Health Science Curriculum			
I. Foundation Courses - 15 hours	Hours	Term	Completion
MSAH 5000 - Research Design	3	Spring	
MSAH 5050 - Allied Health Care Administration	3	Fall	
MSAH 5220 - Evidence Based Practice/Informatics	3	Fall	
MSAH 5230 - Leadership & Advocacy in Policy	3	Spring	
MSAH 5300 - Program Planning and Evaluation	3	Spring/Summer	
II. Advance Practice Content Courses - 6 hours			
Hours	Term	Completion	
MSAH 6300 - Wellness for Special Populations	3	Summer	
MSAH 6400 - Worksite Wellness Design	3	Summer	
III. Thesis OR Advanced Practicum - 6 hours (choose one)			
Hours	Term	Completion	
MSAH 6900 - Advanced Clinical Practicum	3	F/Sp/Smr	
MSAH 7000 - Thesis	3	F/Sp/Smr	
(Repeat for two semesters)			
III. Electives - 3 hours (choose three)			
Hours	Term	Completion	
MBA 5640 - Leadership & Entrepreneurship	3	Spring/Summer	
MBA 5800 - Communications & Negotiations	3	Fall	
MBA 6000 - Organizational Behavior & Development	3	Fall	
MBA 6600 - Data Analytics	3	Spring	
MBA 6905 - Human Resource Management & Industrial Relations	3	Spring	
MSAH 5150 - Advanced Strength & Conditioning	3	Spring	
MSAH 5500 - US Healthcare Policy	3	Spring	
MSAH 5660 - Applied Performance Nutrition	3	Summer	
MSAH 6510 - Ethical Healthcare Leadership	3	Summer	
EDUC 5100 - Educational Psychology	3	Fall	
EDUC 6100 - 21st Century Curriculum/Tech	3	Summer	
EDUC 6110 - Principles of Instruction and Assessment	3	Fall	
(Visit course catalog for more elective course options)			
Total Credit Hours	36		

Name:

Program Start Term:

MSAH - Healthcare Administration Curriculum

I. Foundation Courses - 15 hours	Hours	Term	Completion
MSAH 5000 - Research Design	3	Spring	
MSAH 5050 - Allied Health Care Administration	3	Fall	
MSAH 5220 - Evidence Based Practice/Informatics	3	Fall	
MSAH 5230 - Leadership & Advocacy in Policy	3	Spring	
MSAH 5300 - Program Planning and Evaluation	3	Spring/Summer	
II. Advance Practice Content Courses - 6 hours	Hours	Term	Completion
MSAH 5500 - US Healthcare Policy	3	Spring	
MSAH 6510 - Ethical Healthcare Leadership	3	Summer	
III. Thesis OR Advanced Practicum - 6 hours (choose one)	Hours	Term	Completion
MSAH 6900 - Advanced Clinical Practicum	3	F/Sp/Smr	
MSAH 7000 - Thesis	3	F/Sp/Smr	
(Repeat for two semesters)			
III. Electives - 3 hours (choose one)	Hours	Term	Completion
MBA 5640 - Leadership & Entrepreneurship	3	Spring/Summer	
MBA 5800 - Communications & Negotiations	3	Fall	
MBA 6000 - Organizational Behavior & Development	3	Fall	
MBA 6600 - Data Analytics	3	Spring	
MBA 6905 - Human Resource Management & Industrial Relations	3	Spring	
MSAH 5150 - Advanced Strength & Conditioning	3	Spring	
MSAH 5660 - Applied Performance Nutrition	3	Summer	
(Visit course catalog for more elective course options)			
Total Credit Hours	30		

