

University of Louisville New Academic Program Proposal Template

Certificate Programs

After approval of the Letter of Intent, certificate programs are to complete the New Academic Certificate Program Proposal template.

All forms are available at:

<http://louisville.edu/oapa/new-academic-program-approval-page/new-academic-program-approval>

Please ensure all questions are addressed clearly and completely to avoid unnecessary delays. Questions can be directed to the Office of Academic Planning and Accountability through the Program Approval Service Account (PROGAPPR@louisville.edu).

Financial Aid for Certificate Programs:

Students enrolled in stand-alone certificate program are not eligible for federal financial aid. The university elected on 6/30/2012 to opt out of participation in gainful employment requirements with the Department of Education (DOE). UofL students must be enrolled in a degree granting program in conjunction with the certificate program to receive federal aid.

**Send the following materials to the
Program Approval Service Account (PROGAPPR@louisville.edu):**

- Completed Proposal Template
- Proposed Program Curriculum (complete the table found in Appendix A of this proposal template)
- Course syllabi for any new course offerings
- Faculty Roster Form
- CV for Program Director/Coordinator
- Proposal Budget Form
- Letter of Support from the unit Dean
- Letter of Support from the UofL Libraries
- Letter(s) of Support from any units, departments, or internal or external entities that will be supporting the certificate program

The program approval process will not begin until all of the above documents are received. Please submit all materials listed above at the same time.

General Program Information	
Date: 4/17/2020	
Program Name:	Undergraduate Certificate in Healthcare Leadership
Degree Level:	Undergraduate: <input checked="" type="checkbox"/> <u>X</u> Graduate (select one of the following): Post-Baccalaureate _____ Post-Master's _____ Post-Professional _____
Minimum and Maximum Number of Credit Hours required:	12 credit hours
Accreditation or Licensure Requirements (if applicable):	n/a
CIP Code:	
Department and Department Chair:	Department of Educational Leadership, Evaluation, and Organizational Development (ELEOD), Dr. Sharon Kerrick
School/College:	College of Education and Human Development
Program Director and Contact (if different); (please also include title):	Andrew L. McCart, PhD andrew.mccart@louisville.edu 502-852-0568
Is an approval letter from the Education Professional Standards Board (EPSB) required for this program? If so, attach a copy to this proposal.	n/a
Proposed Implementation Date for Program (semester and year):	Fall 2020
Anticipated Date for Granting First Degree:	Spring 2021
Identify whether the program is 100% online, 100% face-to-face, or a combination of the two:	100% online

A. Centrality to UofL's Mission and Strategic Plan

The certificate program is to adhere to the role and scope of the University of Louisville as set forth in its mission statement and as complemented by UofL's strategic plan.

1. Provide a brief description of the program (copy the abstract provided in the program's Letter of Intent here).
The purpose of the certificate program is to prepare adult learners who are working in healthcare, public health, private health insurance, health-care billing and payment, and other health-related

businesses. This program is ideal for individuals who have acquired experience in the healthcare field and desire another credential for promotions within their organization, increased pay, or management and leadership roles.

The intended audience for this certificate includes

- individuals who have acquired experience in the healthcare field and desire a credential for promotions within their organization, increased pay, or management and leadership roles.
- professionals in careers that span across a variety of Healthcare Leadership positions. This introductory certificate prepares professionals at the entry to mid-level, as well as clinic/service/department level positions in public or private healthcare organizations and systems.

This certificate will also fill a needed gap for students interested in pursuing the Work Ready Kentucky Scholarship (WRKS) Program from the Kentucky Higher Education Assistance Authority to pursue careers in organizational training. The WRKS is currently limited to programs that lead to a certificate or associates degree. Other programs in ELEOD at the University of Louisville have prepared LOIs for certificate programs that meet the qualifications (https://www.kheaa.com/pdf/wrks_approved_programs.pdf).

2. Explain how the proposed program relates to the institutional mission and academic strategic plan.

Priority: Educational Excellence. The certificate program supports student success, retention, and progress given research showing the importance of certificates and stackable certificates for students' ability to obtain high quality jobs and enter pathways for further education (Lumina, 2017). This also opens a funding avenue as students will be able to use Kentucky Work Force Ready Scholarships to pursue the certificate.

Priority: Community Engagement. The certificate provides a mutually beneficial exchange of knowledge and resources, created for healthcare professionals and aligned with the state of Kentucky's goals for training and workforce development.

Priority: Diversity, Equity, and Social Justice. The program is for adults without a college degree seeking to earn credentials in career training. The population includes underrepresented groups (Lumina, 2015), and the certificate is designed to assist individuals in gaining meaningful, wage-earning employment.

Priority: Effective and Responsible Stewardship. The program fulfills a community need with attention to quality alongside cost efficiencies. It utilizes resources already at the department's disposal to fulfill a community need.

3. List the objectives of the proposed program.

Explain how the objectives support the university and unit mission, strategic priorities, and institutional and societal needs.

Our B.S. in Healthcare Leadership is based on the National Health Leadership Competency Model (<https://www.nchl.org/page?page=272>). Modeling upon this competency model was based on advice from local healthcare employers and organizations.

After completing the Undergraduate Certificate in Healthcare Leadership, students will have:

Accountability: The ability to hold people accountable to standards of performance or ensure compliance using the power of one's position or force of personality appropriately and effectively, with the long-term good of the organization in mind.

Analytical Thinking: The ability to understand a situation, issue, or problem by breaking it into smaller pieces or tracing its implications in a step-by-step way. It includes organizing the parts of a situation, issue, or problem systematically; making systematic comparisons of different features or aspects; setting priorities on a rational basis; and identifying time sequences, causal relationships, or if-then relationships.

Communication Skills: The ability to speak and write in a clear, logical, and grammatical manner in formal and informal situations to prepare cogent business presentations, and to facilitate a group.

Organizational Awareness: The ability to understand and learn the formal and informal decision-making structures and power relationships in an organization or industry (e.g., stakeholders, suppliers). This includes the ability to identify who the real decision makers are and the individuals who can influence them, and to predict how new events will affect individuals and groups within the organization.

Performance Measurement: The ability to understand and use statistical and financial methods and metrics to set goals and measure clinical as well as organizational performance; commitment to and employment of evidence-based techniques.

Process Management and Organizational Design: The ability to analyze and design or improve an organizational process, including incorporating the principles of quality management as well as customer satisfaction.

Project Management: The ability to plan, execute, and oversee a multi-year, large-scale project involving significant resources, scope, and impact. Examples include the construction of a major building, implementation of an enterprise-wide system (patient tracking, SAP), or development of a new service line.

Human Resource Management: Identify roles of human resources management and staff functions, Identify the principles of human resource training and development, Identify, classify, and compare human resource compensation practices in healthcare leadership, Summarize and compare the various options for human resource benefits practices in healthcare leadership, Apply principles of performance management to the design of an effective performance management

system for a specific job in healthcare leadership.

Healthcare Finance and Accounting: Describe the structure of the finance department, the role of finance in healthcare organizations, and how the role has changed over time; describe key differences between for profit and not-for-profit healthcare organizations; discuss different reimbursement methods used by third-party payers; and the associated incentives and risks for providers. Describe how costs are classified according to both their relationship with volume and their relationship with the unit being analyzed. Discuss the key components of budgets and how they are used by healthcare organizations including how variance analysis is used. Discuss and describe the role of financial analysis in healthcare capital investment decisions. Describe the basic contents, format, and concepts of creating financial statements. Discuss the interrelationships amongst the income statement, balance sheet, and statement of cash flows. Understanding and describing the primary techniques used in financial statement analysis.

Healthcare Quality Evaluation: Apply quality models using different theoretical frameworks and concepts. Describe the conceptual differences between quality assurance, quality management, and continuous quality improvement. Analyze health organizational performance using different quality measures and tools. Organize performance tools to change organizational processes to improve quality outcomes. Identify key external health organization quality evaluations.

4. Clearly state the admission, retention, and degree completion standards designed to encourage high quality.

Please be clear and specific.

Admission requirements: The admission requirements for the certificate will mirror the requirements for the B.S. in OLL, Healthcare Leadership. For admission, students must have prior college experience (typically about 24 credits), a cumulative GPA of 2.7, and a minimum of one year's workplace experience. Those with a GPA between 2.0-2.69 may seek conditional admission.

Students not meeting any of the admission requirements (work experience, 24 credits of prior college experience, or the cumulative GPA of 2.7) may petition the program director for conditional admission. Students seeking conditional admission will need to write an essay that describes their previous circumstances for poor college performance, their plan to obtain work experience, and/or their plan for earning general education college credits. Admission requirements and will be the same for all applicants.

All students, including those who joined through an admission petition, will need to earn a B+ or better to demonstrate competency in each of the Healthcare Leadership classes. Students who don't earn a B+ may retake the course to improve their grade. The courses are also set up so students may submit their Hallmark Assessment Tasks as many times as they'd like (time permitting) for feedback before the final draft is submitted.

To apply, students, complete an undergraduate application, pay a \$25 non-refundable application fee, and provide official transcripts for all college credits earned at a regionally accredited institution.

Retention strategy: These classes require regular check-ins with faculty, as well as one-on-one interaction with faculty regarding check-ins, assignments, and questions in our learning management system. Faculty are able to see at-risk students as soon as they have gone seven days without activity in the course. The ELEOD Department has just hired a recruitment and retention specialist to help students stay on track toward completion of their degree or certificate. This program also has a success coach that follows up with students on a regular basis.

Graduation requirements: To graduate with the certificate, students must demonstrate competency by passing the classes with a B+ or better in each class.

B. Program Quality and Student Success

1. What are the intended student learning outcomes of the proposed program?

By the end of the Undergraduate Certificate in Healthcare Leadership, students learning outcomes and professional standards met will be experience in developing the competencies identified within the National Center for Healthcare Leadership (NCHL) competency model: Accountability; Communication Skills; Organizational Awareness; Process Management; Project Management; Financial Skills; Information Seeking; and Impact and Influence.

This competency-based education (CBE) certificate provides development for students to demonstrate skills, knowledge, and/or abilities to serve as Professional Leaders through Critical Thinking to provide Problem Solving in support of contemporary challenges and opportunities within healthcare organizations and systems. Each Hallmark Assessment Task (HAT) in the CBE curriculum provides an authentic assessment opportunity for students to demonstrate mastery of select healthcare leadership competencies within the respective conceptual construct areas.

Students will have the ability to implement staff development and other management practices that represent contemporary best practices, comply with legal and regulatory requirements, optimize the performance of the workforce, including performance assessments, alternative compensation and benefit methods, and the alignment of human resource practices and processes to meet the strategic goals of the organization.

After completing this certificate, students will have an increased awareness of the purpose and application of quality evaluation in the healthcare workplace. Students will understand quality evaluation is the process of using data to assess the performance of health plans and health care providers against recognized quality standards. Quality of care is increasingly used in evaluating health care performance. Students will understand the importance users attach to aspects of care and their actual experience with these aspects. They will understand how to conduct ongoing process evaluation as an important management task within healthcare service delivery programs.

2. Describe how each program-level student learning outcome will be assessed (including when data will be collected and how assessment results will be used to improve the program.

Project Management Related Outcomes: Student learning outcomes will be assessed through the Project Management Planning Exercise. The purpose of this assignment is to increase students' awareness of the purpose and application of project management in the healthcare workplace. This exercise will require students to identify an element of a healthcare organization (service, clinic, department, etc.) that requires application of project management principles. The product will be utilized and extended in further project management courses. Students choose a healthcare organization and activity that they are familiar and/or have ready access to information associated with normal operating processes within and external to the activity. Data is collected through formative assessments in each weekly section and at the end of the class in the Hallmark Assessment Task.

Human Resource Management Related Outcomes: Student learning outcomes will be assessed through the New Strategic Position Initiative Hallmark Assessment Task (HAT) and the Human Capital Development Plan Hallmark Assessment Task (HAT). In the New Strategic Position Initiative HAT, students will develop a summary new strategic position initiative plan. Students may choose any type or size of healthcare organization; however, the organization selected should be one that provides sufficient information for analysis. Similarly, any type of position may be utilized as an example but should meaningfully contribute to the strategic value generating capacity of the organization. For the Human Capital Development Plan HAT, students will develop a summary human capital development plan focused on a clearly identifiable group working within a contemporary healthcare organization. Students may choose any type or size of healthcare organization or any major group of healthcare professionals; however, the organization and group selected should be one that provides sufficient information for analysis. Data is collected through formative assessments in each weekly section and at the end of the class in the Hallmark Assessment Task.

Healthcare Finance and Accounting Related Outcomes: Student learning outcomes will be assessed through the Case Study Analysis HAT. This product teaches students to better understand the conceptual and theoretical underpinnings of healthcare finance, students will complete an assigned case study related to the course material. Completion of the case study will require interpretation of data and information provided and application of course material, as necessary, to address the corresponding questions. Students will present their case study analysis in a written project report. Data is collected through formative assessments in each weekly section and at the end of the class in the Hallmark Assessment Task.

Healthcare Quality Evaluation Related Outcomes: Student learning outcomes will be assessed through the Needs Assessment Case Studies HAT. After completing this project, students will better understand the conceptual and theoretical underpinnings of quality evaluation. Students will develop three contemporary, "real-world" healthcare workplace service delivery scenarios in which the quality evaluation process would be appropriate. The scenarios will describe key contextual information\background and critically focus on why quality evaluation is an appropriate performance analysis tool for each case. Each scenario will describe how quality evaluation would benefit the organization. Students will briefly outline the process for creating each of the three

quality evaluation projects. Finally, students will identify possible roadblocks (1 – 3) to a successful implementation of this process and how these might be overcome. Data is collected through formative assessments in each weekly section and at the end of the class in the Hallmark Assessment Task.

3. For each learning outcomes, provide direct indicators (and indirect, where possible) of achievement of the outcome, target(s) for the outcome, and frequency of data collection.

Information on indicators of achievement and targets for the learning outcomes are found in the rubrics for the Hallmark Assessment Tasks (HAT) in each course. The HAT rubrics are attached as **Appendix B**.

Indicators for Project Management Outcomes: The student will develop the initial and analytic elements of a Project Management Plan based on their identification and analysis of a healthcare organizational activity. The key elements of the plan include:

- Description of organizational activity
- Description of the project
- SWOT analysis
- Stakeholder analysis
- Project charter
- Project contract
- Project Scope Analysis
- Business Case Analysis
- Work Breakdown Structure
- Communications Plan
- Gantt Chart
- Quality Management Plan
- Risk Assessment

The plan will be written in APA format and will be at least 21 pages in length, but no more than 45 pages.

Base Assessment of Project Management HAT Assignment: The target for each of the competency standards listed below is “Clearly achieves standard with few to no deficits”.

Accountability: The ability to hold people accountable to standards of performance or ensure compliance using the power of one’s position or force of personality appropriately and effectively, with the long-term good of the organization in mind.

Communicates requirements and expectations: Gives basic directions; Makes needs and requirements reasonably clear; Ensures understanding of task requirements and performance expectations; Explicitly delegates details of routine tasks in order to free self.

Analytical Thinking: The ability to understand a situation, issue, or problem by breaking it into

smaller pieces or tracing its implications in a step-by-step way. It includes organizing the parts of a situation, issue, or problem systematically; making systematic comparisons of different features or aspects; setting priorities on a rational basis; and identifying time sequences, causal relationships, or if-then relationships. Breaks down problems into simple lists of tasks or activities without assigning values; Identifies the cause-and-effect relationship between two aspects of a situation; Separates situations into two parts: pro and con; Sorts out a list of tasks in order of importance.

Communication Skills: The ability to speak and write in a clear, logical, and grammatical manner in formal and informal situations to prepare cogent business presentations, and to facilitate a group: Uses generally accepted English Grammar Uses subject-verb agreement and parallel structure; Uses rules of punctuation and sentence and paragraph construction; Uses concise thematic construction. Prepares effective written business cases or presentations. Uses accurate and complete presentation of arguments pro and con; Develops well-reasoned recommendations; Prepares concise executive summary. Cites sources.

Organizational Awareness: The ability to understand and learn the formal and informal decision-making structures and power relationships in an organization or industry (e.g., stakeholders, suppliers). This includes the ability to identify who the real decision makers are and the individuals who can influence them, and to predict how new events will affect individuals and groups within the organization.

Uses formal structures or hierarchy of an organization to get things done; Understands chain of command, positional power, rules and regulations, policies and procedures, etc. Uses the informal structure of an organization when the formal structure does not work as well as desired; Recognizes key actors, decision influencers, etc.; Applies this knowledge when formal structure does not work as well as desired.

Performance Measurement: The ability to understand and use statistical and financial methods and metrics to set goals and measure clinical as well as organizational performance; commitment to and employment of evidence-based techniques. Monitors indicators of performance. Uses knowledge of customers, markets, and financial and management accounting to track organization performance and financial results; Implements basic patient tracking (e.g., registration, invoicing, third-party payer) and operational (e.g., numbers of procedures, equipment usage) measurement systems; Reports results in an accurate, timely manner that clearly shows organization performance.

Process Management and Organizational Design: The ability to analyze and design or improve an organizational process, including incorporating the principles of quality management as well as customer satisfaction. Conducts Process Flow Analysis. Maps process steps; Identifies key decision points; Determines staffing requirements (numbers, costs and essential knowledge, skills and other attributes), cost implications, and service implications.

Project Management: The ability to plan, execute, and oversee a multi-year, large-scale project involving significant resources, scope, and impact. Examples include the construction of a major building, implementation of an enterprise-wide system (patient tracking, SAP), or development of a new service line. Develops detailed project plan. Uses project management software; Establishes phases and steps with realistic timelines; Identifies required knowledge, skills, and abilities of team

and vendors; Selects team; Identifies selection and contracting processes and criteria and selects vendor; Identifies performance requirements, measurement systems, and tracking and reporting processes; Establishes budget.

Indicators for Human Resource Management Outcomes:

Base Assessment of HAT Assignment #1 New Strategic Position Initiative:

Communication Skills: The ability to speak and write in a clear, logical, and grammatical manner in formal and informal situations to prepare cogent business presentations, and to facilitate a group and uses generally accepted English Grammar. Uses subject-verb agreement and parallel structure; Uses rules of punctuation and sentence and paragraph construction; Uses concise thematic construction.

Human Resource Management: The ability to implement staff development and other management practices that represent contemporary best practices, comply with legal and regulatory requirements, optimize the performance of the workforce, including performance assessments, alternative compensation and benefit methods, and the alignment of human resource practices and processes to meet the strategic goals of the organization. Uses Alternative Compensation and Benefit Programs. Conducts job analysis, evaluation, and grading; Uses compensation surveys; Understands compensation structures, including: market pricing, pay delivery models and their implications, benefits and their role in total compensation, and union wage and hour contract provisions; Uses compensation, benefit, and incentive programs to optimize performance of diverse employee stakeholders; Conducts performance assessments. Aligns human resource functions to achieve organizational strategic outcomes; Understands the importance of aligning recruitment and selection, job design and work systems, learning and development, reward and recognition, and succession planning.

Hallmark Assessment Task (HAT) Assignment #2, Human Capital Development Plan

Hallmark Assessment Task (HAT) Purpose & Process: In order to demonstrate competence in the human capital development and compensation aspects of human resource management, students will develop a summary plan outlining considerations for training, compensation, and performance management for a group of healthcare professionals working within a contemporary healthcare organization. The student may incorporate analyses and content from their completed formative analyses into this HAT.

Product: Students will develop a summary human capital development plan focused on a clearly identifiable group working within a contemporary healthcare organization. Students may choose any type or size of healthcare organization or any major group of healthcare professionals; however, the organization and group selected should be one that provides sufficient information for analysis. The analysis will be written in APA format. Length of the analysis will be at least 6 pages, but no more than 10 pages and address the following areas:

- Identification, description, and strategic organizational importance of a selected group of healthcare professionals
- Analysis and plan for providing training and development for selected group

- Analysis and plan for providing compensation (pay, benefits, differences among employees)
- Analysis and plan for performance management (incentives, separation, retention)
- Conclusion of analysis identifying the most human capital development issue facing the healthcare organization analyzed

Hallmark Assessment Task (HAT) #2 Rubric Learning Objectives:

1. Identify the principles of human resource training and development.
2. Identify, classify, and compare human resource compensation practices in healthcare leadership.
3. Summarize and compare the various options for human resource benefits practices in healthcare leadership.
4. Apply principles of performance management to the design of an effective performance management system for a specific job in healthcare leadership.

Competencies: Communication Skills, Human Resource Management

Base Assessment of HAT Assignment #2:

Communication Skills: The ability to speak and write in a clear, logical, and grammatical manner in formal and informal situations to prepare cogent business presentations, and to facilitate a group.

Human Resource Management: The ability to implement staff development and other management practices that represent contemporary best practices, comply with legal and regulatory requirements, optimize the performance of the workforce, including performance assessments, alternative compensation and benefit methods, and the alignment of human resource practices and processes to meet the strategic goals of the organization. Uses Alternative Compensation and Benefit Programs. Conducts job analysis, evaluation, and grading; Uses compensation surveys; Understands compensation structures, including: market pricing, pay delivery models and their implications, benefits and their role in total compensation, and union wage and hour contract provisions; Uses compensation, benefit, and incentive programs to optimize performance of diverse employee stakeholders; Conducts performance assessments.

Indicators for Healthcare Finance and Accounting:

Formative and Hallmark Assessments Description: Formative Assessment Assignment– Part I

Name: Case Study Analysis – Houston Dialysis Center, Cost Allocation Concepts

Purpose: The purpose of the cost allocation concepts case study is to demonstrate skill in critically evaluating a healthcare finance situation. A successful student will apply concepts from the course to answer the case study questions and develop an appropriate managerial recommendation to the case study.

Process: This assignment requires students to critically read, analyze, interpret, and respond to the assigned case study questions.

Product: The Case Study Analysis Report should be a fully supported Word document that addresses each of the case study questions. The report must include a title page.

Formative Assessment Assignment Part II

Name: Case Study Analysis – Twin Falls Community Hospital, Capital Investment Analysis

Purpose: The purpose of the capital investment analysis case study is to demonstrate skill in critically evaluating a healthcare finance situation. A successful student will apply concepts from the course to answer the case study questions and develop an appropriate managerial recommendation to the case study.

Process: This assignment requires students to critically read, analyze, interpret, and respond to the assigned case study questions.

Product: The Case Study Analysis Report should be a fully supported Word document that addresses each of the case study questions. The report must include a title page.

Hallmark Assessment Task (HAT) Assignment

Name: Case Study Analysis – Alanson Medical Center, Financial Analysis

Purpose: The purpose of the financial analysis case study is to demonstrate skill in critically evaluating a healthcare finance situation. A successful student will apply concepts from the course to answer the case study questions and develop an appropriate managerial recommendation to the case study.

Process: This assignment requires students to critically read, analyze, interpret, and respond to the assigned case study questions.

Product: The Case Study Analysis Report should be a fully supported Word document that addresses each of the case study questions.

Hallmark Assessment Task (HAT) Rubric Part III

Learning Objectives:

1. Describe the structure of the finance department, the role of finance in healthcare organizations, and how the role has changed over time.
2. Describe key differences between for profit and not-for-profit healthcare organizations.
3. Discuss different reimbursement methods used by third-party payers, and the associated incentives and risks for providers.
4. Describe how costs are classified according to both their relationship with volume and their relationship with the unit being analyzed.
5. Discuss the key components of budgets and how they are used by healthcare organizations including how variance analysis is used.
6. Discuss and describe the role of financial analysis in healthcare capital investment decisions.
7. Describe the basic contents, format, and concepts of creating financial statements
8. Discuss the interrelationships amongst the income statement, balance sheet, and statement of cash flows.
9. Understanding and describing the primary techniques used in financial statement analysis

Competencies

L.6 Communication Skills

L.8 Financial Skills

L.10 Impact and Influence

L.11 Information Seeking

Base Assessment of HAT Assignment:

Did the student complete each element of the assignment requirements?

What (if any) elements of the assignment did the student fail to complete or only partially complete?

Communication Skills: The ability to speak and write in a clear, logical, and grammatical manner in formal and informal situations to prepare cogent business presentations, and to facilitate a group.

Financial Skills: The ability to understand and explain financial and accounting information, prepare and manage budgets, and make sound long-term investment decisions. Explains the organization's financial metrics and reports Understands impact of reimbursement models Assesses reimbursement and payment system alternatives; explains connections between models and behaviors of providers and payers; develops incentives; considers impact of reimbursement and payment systems when assessing management alternatives.

Impact and Influence: The ability to persuade, convince, influence, or impress others (individuals or groups) in order to get them to go along with or to support one's opinion or position: Expresses logical intention but takes no action. Intends to have a specific effect or impact; communicates intentions; expresses concern with reputation, status, appearance, etc., but does not take any specific actions. Uses direct persuasion in a discussion or presentation; appeals to reason, data, others' self-interest; uses concrete examples, visual aids, demonstrations, etc.; makes no apparent attempt to adapt presentation to the interest and level of the audience.

Information Seeking: An underlying curiosity and desire to know more about things, people, or issues, including the desire for knowledge and staying current with health, organizational, industry, and professional trends and developments. It includes pressing for exact information; resolving discrepancies by asking a series of questions; and scanning for potential opportunities or information that may be of future use, as well as staying current and seeking best practices for adoption.

Indicators for Healthcare Quality and Evaluation:

Needs Assessment Case Studies Hallmark Assessment Task (HAT) Purpose & Process: The purpose of this assignment is to increase students' awareness of the purpose and application of quality evaluation in the healthcare workplace. Quality evaluation is the process of using data to assess the performance of health plans and health care providers against recognized quality standards.

Quality of care is increasingly used in evaluating health care performance. Going beyond

satisfaction studies, quality of care is conceptualized in two dimensions: the importance users attach to aspects of care and their actual experience with these aspects. It is well established that health care systems differ in performance. Ongoing process evaluation is an important management task within healthcare service delivery programs.

Product: In order to better understand the conceptual and theoretical underpinnings of quality evaluation, students will develop three contemporary, “real-world” healthcare workplace service delivery scenarios in which the quality evaluation process would be appropriate. Each written scenario will be 2 - 3 pages in length. The scenario will describe key contextual information\background and critically focus on why quality evaluation is an appropriate performance analysis tool for each case. Each scenario will describe how quality evaluation would benefit the organization. Students will briefly outline the process for creating each of the three quality evaluation projects. Finally, students will identify possible roadblocks (1 – 3) to a successful implementation of this process and how these might be overcome.

Hallmark Assessment Task (HAT) Rubric: Apply quality models using different theoretical frameworks and concepts.

Learning Objectives:

1. Describe the conceptual differences between quality assurance, quality management, and continuous quality improvement.
2. Analyze health organizational performance using different quality measures and tools.
3. Organize performance tools to change organizational processes to improve quality outcomes.
4. Identify key external health organization quality evaluations.

Competencies: Communication Skills Performance Measurement
Process Management and Organizational Design

Base Assessment of HAT Assignment:

Communication Skills: The ability to speak and write in a clear, logical, and grammatical manner in formal and informal situations to prepare cogent business presentations, and to facilitate a group.

Performance Measurement: The ability to understand and use statistical and financial methods and metrics to set goals and measure clinical as well as organizational performance; commitment to and employment of evidence-based techniques. Uses knowledge of customers, markets, and financial and management accounting to track organization performance and financial results; Implements basic patient tracking (e.g., registration, invoicing, third-party payer) and operational (e.g., numbers of procedures, equipment usage) measurement systems; Reports results in an accurate, timely manner that clearly shows organization performance.

Process Management and Organizational Design: The ability to analyze and design or improve an organizational process, including incorporating the principles of quality management as well as customer satisfaction; Uses process mapping and analysis software; Maps process steps; Identifies key decision points; Determines staffing requirements (numbers, costs and essential knowledge, skills and other attributes), cost implications, and service implications research and interpretation to

improve both clinical and non-clinical organizational practices; Understands customer service and satisfaction drivers; Understands continuum of care across different delivery sites (e.g., outpatient, acute care, specialty clinic); Defines roles and responsibilities of different caregivers and other providers; Defines roles and responsibilities of administrators and departments; Understands legal, accrediting, and regulatory requirements; Understands clinical research requirements and practices; Knows patient and information confidentiality requirements; Determines costs and revenue implications.

4. Course Delivery Methods.

Please answer the following:

- a) Will this be a 100% distance learning program? Yes No
- b) Will this program utilize alternative learning formats (e.g. distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses)? Yes No

If yes, please check all that apply below.

- Distance Learning
- Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, e-mail, interactive television, or World Wide Web
- Technology-enhanced instruction
- Evening/weekend/early morning classes
- Accelerated courses
- Instruction at nontraditional locations, such as employer worksite
- Courses with multiple entry, exit, and reentry points
- Courses with "rolling" entrance and completion times, based on self-pacing
- Modularized courses

5. Is there a specialized accrediting agency related to this program? Yes No

- a. If yes, please identify the agency.
- b. If yes, will the program seek accreditation?

6. Describe the library resources available to support this program.

Please also submit a letter of support from the UofL Libraries.

Access to the qualitative and quantitative library resources must be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular field where such standards are available.

Library resources available for this certificate will match the resources available for all online programs at the University of Louisville.

C. Program Demand/Unnecessary Duplication

1. Provide the projected enrollment and graduation numbers for the first five years.

Academic Year	Degrees Conferred	Headcount Enrollment (Fall term)
2021	3	3
2022	5	5
2023	8	8
2024	12	12
2025	15	15

2. Indicate any efforts to address student educational and workforce needs or to maximize student success, for both traditional and non-traditional students.

Include any data on student demand; career opportunities at the regional, state, and national levels; and any changes or trends in the discipline(s) that necessitate a new program.

The Healthcare Leadership program and certificate prepares professionals for careers that span across a variety of Healthcare Administration and/or Healthcare Management positions, most likely at the entry to mid-level, as well as clinic/service/department level positions in public or private healthcare organizations and systems. The certificate in Healthcare Leadership may apply to healthcare employees aspiring to work in healthcare leadership.

Evidence of need: The Louisville market has several large healthcare organizations. The large number of healthcare employees in the Louisville market mean that even a fraction of one percent would meet the enrollment projection.

"It's estimated that this segment of the Louisville economy produces up to \$90 billion in revenue and employs about 375,000 people. And many believe leveraging the density of aging care-related companies will help boost the city's economic development." (Louisville Business First)

The program director and department recruiter have assembled a nine-person Healthcare Leadership Advisory Board that will provide industry guidance on the B.S. in Healthcare Leadership (including this certificate.) The current Advisory Board members are listed at the end of this document.

3. Specify/highlight any distinctive qualities of the proposed program.

Students can access classes, assignments and library resources 100% online.

The Term Option uses a more structured term-based format through accelerated 8-week courses and guided learning. Our 8-week terms allow students to focus on one course at the time, and better manage education alongside other priorities. This option is very similar to a traditional university structure, but with accelerated terms for quicker degree completion. In this format, the degree may

take most students just over a year-and-a-half to complete.

The Flex Option (Competency-Based Education) is an innovative format that allows students to move more quickly through course material already known and focus on learning what students don't know. CBE students have 1 to 32 weeks to complete each course, with the option to test out of one and advance to another whenever ready. Successful students with mastery of specific competencies typically complete a course within four weeks.

4. Does the proposed program serve a different student population (e.g., students in a different geographic area, non-traditional students, etc.) from existing programs?

If yes, please explain.

The Undergraduate Certificate in Healthcare Leadership is designed for prospective students with a minimum of 24 college credits completed at a regionally accredited institution. Students are non-traditional and need to have at least one year of healthcare experience to apply for this program.

5. Will this program replace or enhance any existing program(s) or tracks, concentrations, or specializations within an existing program? Yes No

If so, please specify.

This program can be a feeder program to the Bachelor of Science in Organizational Leadership and Learning, Healthcare Leadership track.

6. How will the program support or be supported by other programs and/or units within the institution? Please also describe potential for collaboration with other programs within the institution.

The Certificate can be relevant to students who are seeking an extra healthcare credential in the traditional Organizational Leadership and Learning program. As stated above, this Certificate is targeted to adult learners with 24 credit hours and at least one year in a healthcare setting. This is important because it will not compete with degree offerings for the face-to-face Public Health offerings to traditional students.

7. Describe the proposed program's relationship with programs at other institutions or external organizations (if applicable).

Not applicable.

D. Cost

1. Will this program require additional resources? Yes No

If so, please provide a brief summary of new or additional resources that will be needed to

implement this program over the next five years. Document the expected cost/expenditures in the table below.

2. Complete the SACS Faculty Roster Form found at the link below and submit it with this proposal.

Found at:

<http://louisville.edu/oapa/new-academic-program-approval-page/new-academic-program-approval>

Also submit a copy of the program director's CV.

3. Are new or additional faculty needed? Yes No

- a) If yes, please explain, indicating the number and role of each new faculty member and whether they will be part-time or full-time. Specify if graduate assistants are included in the additional faculty resources needed.
- b) If new faculty are needed, please provide a plan to ensure that appropriate faculty resources are available, either within the institution or externally, to support the program.
- c) What is the projected faculty/student ratio for the program?

4. Will this program impact existing programs and/or organizational units within UofL? Yes No

If so, please describe the impact.

(Examples: reallocation of resources, faculty or staff reassigned, changes to other programs and/or course offerings, reduction or increase in students served, any other possible impact).

While there will be no impact to resources impact to resources or faculty loads, it can increase market awareness. It can also be a feeder into the BS-OLL in Healthcare Leadership. It will have a positive impact overall.

- **Complete the New Program Budget Spreadsheet.**

Found at:

<http://louisville.edu/oapa/new-academic-program-approval-page/new-academic-program-approval>

Notes for completing the Budget Spreadsheet:

- Provide an estimate of the level of new and existing resources that will be required to implement and sustain the program.
- Any existing resources reallocated to support this new offering should be estimated as an “internal reallocation” in both the Funding Sources and Expenses sections of the budget.
- Any new resources for which the unit/department plans to allocate funding should be listed as “allocation” in both the Funding Sources and Expenses sections of the budget.
- The program proposal is to be developed without the expectation of tuition-sharing or recovery agreements with the Provost. This approach ensures that the “cost” of operating the program is somewhat reflective of reality.
- For every place you add numbers (in both the Funding Sources and Expenses spreadsheet) provide a written explanation for the numbers, including how they were calculated. The CPE system won’t let us submit the proposal without explanations for the budget numbers.
- The budget for the proposed program is to be in alignment with the latest budget assumptions (provided below as of 10/7/19) from the Budget Model Workgroup.

Undergraduate*

70% (net of mandatory student fees) of resident per credit hour tuition rate (i.e., the listed rate on the bursar’s website) charged to undergraduate students is allocated to the academic unit where the instruction takes place. Every credit hour is treated the same under the model.

Graduate/Professional*

Graduate: 75% (net of mandatory student fees) of tuition review revenue allocated according to a student’s home academic program.

Professional: 85% of tuition revenues generated from professional degree (law, dentistry, medicine), doctoral, and DNP programs allocated to the student’s home academic program. For purposes of the budget model, doctoral programs fall in the Professional category.

*These definitions of the Budget Model are as of 10/7/19 and are subject to change.

Note that there are three tabs to the Budget spreadsheet.

Funding Sources tab:

- Indicate funding to be supplied by the unit (include direct funding & In-kind support):
- Internal allocation and reallocation are those estimated dollars needed to fund the start-up and support the new academic program – typically defined as faculty, administrative/staff, and operational expenses.
- When calculating funding, consider the impact on current faculty workloads.
- Include the expected tuition revenue generated by anticipated student enrollment.
- If the program will use existing faculty or other existing resources, the amount of funding represented by those resources are to be listed in the Funding Sources table as reallocation of funds.
- If reallocation of “existing” funds are included in the Funding spreadsheet, the numbers should also be reflected in the Expenses spreadsheet.
- If the unit has allocated funds for any new expenses in the Funding Sources spreadsheet, the numbers should also be added to the Expenses spreadsheet.

Expenses tab:

- You do not have to estimate classroom space unless you believe that existing space is not sufficient to support the academic program.
- Any expenses identified as “existing” funds in the expenses spreadsheet should also be added to the Funding Sources spreadsheet as either internal reallocation or internal allocation.

Funding Source/Expenses Combined tab:

- This spreadsheet will pre-populate based upon the numbers entered into the Funding Sources and Expenses spreadsheets. The goal is to have more funding than expenses.

Appendix A Program Curriculum

7. In the table below, provide the program curriculum and any options; indicate total number of credit hours required for degree completion.

- Include full course names and course descriptions.
- Where they exist you should report actual course numbers, titles, and descriptions in the course template. If the program has no specific course numbers required under a particular heading, provide a description of the type of course(s) required in the “course title” column and the number or range of credit hours required.
-
- Provide a copy of the course syllabus for any new courses developed.

Prefix & Number	Course Title	Course Description	Credits	Required?	New	Existing	Revised	Offered Online?
LEAD 309	Managing Projects in Healthcare Organizations	The course provides an overview of project planning and management tools/techniques used in managing projects in healthcare organizations. The purpose of this course is to introduce students to the terminology, techniques and steps in managing the planning elements of a work-related project.	3	Yes	No	Yes	No	Yes
LEAD 410	Fundamentals of Healthcare Human Resource Management	This course provides an opportunity to study the human resources management (HRM) functions and roles of performance management and compensation in healthcare organizations.	3	Yes	No	Yes	No	Yes

		This course provides develops healthcare leadership knowledge and skills related to HRM and managing performance in healthcare organizations. Performance management and compensation are investigated as critical human resource functions for healthcare talent management.						
LEAD 430	Healthcare Finance and Accounting	Introduction to healthcare finance and accounting including: health business basics; how services are paid; pricing decisions and profit analysis; planning and budgeting; capital investment decisions; reporting profits, assets, financing, and cash flows; assessing organizational financial condition. This course provides an introduction to process of healthcare finance and accounting. Healthcare finance is essential to the day-to-day operations of any healthcare organization. The course is designed to introduce you to the basic concepts of finance and financial management as they pertain	3	Yes	No	Yes	No	Yes

		to a healthcare organization.						
LEAD 432	Healthcare Quality Evaluation	Students will be introduced to conceptual and theoretical foundations of healthcare quality evaluation. Particular focus will be paid to developing an understanding of the basics of the quality evaluation process. The purpose of this course is to prepare students to implement quality management techniques within their organizational setting. The intent is to provide students with insights into how quality and utilization programs are administered in fact as well as theory. To accomplish this task, the course mixes readings on quality in health care with problems and applications from specific settings.	3	Yes	No	Yes	No	Yes
TOTAL CREDITS REQUIRED			12					

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APPENDIX B: RUBRICS FOR HALLMARK ASSESSEMENT TASKS

Proposal for Undergraduate Certificate in Healthcare Leadership

B.3. Learning Outcomes Indicators, Targets, and Frequency of Data Collection

ELFH 309, Managing Projects in Healthcare Organizations (3.0 Credit Hour)

Hallmark Assessment Task (HAT) Rubric

Learning Objectives:

Demonstrate ability to prepare a detailed plan for a project related to their healthcare field

Competencies:

L1. - Accountability

L3 - Analytical Thinking

L6 - Communication Skills

L16 - Organizational Awareness

L17 - Performance Measurement

L18 - Process Management

L20 - Project Management

Base Assessment of HAT Assignment

Did the student complete each element of the assignment requirements?

What (if any) elements of the assignment did the student fail to complete or only partially completed?

Accountability: The ability to hold people accountable to standards of performance or ensure compliance using the power of one’s position or force of personality appropriately and effectively, with the long-term good of the organization in mind.

	Standard	<u>Competent</u>	<u>Novice</u>	<u>Deficient</u>
		A+, A, A-, or B+	B, B-, C+, C, or C-	D+, D, D-, or F
L.1.1 Communicates requirements and expectations.	Gives basic directions; Makes needs and requirements reasonably clear; Ensures understanding of task requirements and performance expectations; Explicitly delegates details of routine tasks in order to free self for more valuable or longer-	Clearly achieves standard with few to no deficits.	Generally achieves standard with few to occasional deficits.	Infrequently achieves standards with numerous deficits.
ASSESSED GRADE:				

APPENDIX B: RUBRICS FOR HALLMARK ASSESSEMENT TASKS

Proposal for Undergraduate Certificate in Healthcare Leadership

B.3. Learning Outcomes Indicators, Targets, and Frequency of Data Collection

range
considerations

Analytical Thinking: The ability to understand a situation, issue, or problem by breaking it into smaller pieces or tracing its implications in a step-by-step way. It includes organizing the parts of a situation, issue, or problem systematically; making systematic comparisons of different features or aspects; setting priorities on a rational basis; and identifying time sequences, causal relationships, or if-then relationships.

	Standard	<u>Competent</u>	<u>Novice</u>	<u>Deficient</u>
		A+, A, A-, or B+	B, B-, C+, C, or C-	D+, D, D-, or F
L.3.1 Breaks down problems.	Breaks problems into simple lists of tasks or activities without assigning values; Lists items with no particular order or set of priorities	Clearly achieves standard with few to no deficits.	Generally achieves standard with few to occasional deficits.	Infrequently achieves standards with numerous deficits.
ASSESSED GRADE:				
L.3.2 Identifies basic relationships.	Identifies the cause-and-effect relationship between two aspects of a situation; Separates situations into two parts: pro and con; Sorts out a list of tasks in order of importance	Clearly achieves standard with few to no deficits. Thorough and effective content development.	Generally achieves standard with few to occasional deficits. Fair to minimally adequate content development.	Infrequently achieves standards with numerous deficits. Poor to completely inadequate content development.
ASSESSED GRADE:				

APPENDIX B: RUBRICS FOR HALLMARK ASSESSEMENT TASKS

Proposal for Undergraduate Certificate in Healthcare Leadership

B.3. Learning Outcomes Indicators, Targets, and Frequency of Data Collection

Communication Skills: The ability to speak and write in a clear, logical, and grammatical manner in formal and informal situations to prepare cogent business presentations, and to facilitate a group:

	Standard	<u>Competent</u>	<u>Novice</u>	<u>Deficient</u>
		A+, A, A-, or B+	B, B-, C+, C, or C-	D+, D, D-, or F
L.6.1 Uses generally accepted English Grammar	Uses subject-verb agreement and parallel structure; Uses rules of punctuation and sentence and paragraph construction; Uses concise thematic construction.	Clearly achieves standard with few to no deficits.	Generally achieves standard with few to occasional deficits.	Infrequently achieves standards with numerous deficits.
ASSESSED GRADE:				
L.6.2 Prepares effective written business cases or presentations	Uses accurate and complete presentation of arguments pro and con; Develops well-reasoned recommendations; Prepares concise executive summary. Cites sources.	Clearly achieves standard with few to no deficits.	Generally achieves standard with few to occasional deficits.	Infrequently achieves standards with numerous deficits.
ASSESSED GRADE:		Thorough and effective content development.	Fair to minimally adequate content development.	Poor to completely inadequate content development.

Organizational Awareness: The ability to understand and learn the formal and informal decision-making structures and power relationships in an organization or industry (e.g., stakeholders, suppliers). This includes the ability to identify who the real decision makers are and the individuals who can influence them, and to predict how new events will affect individuals and groups within the organization.

APPENDIX B: RUBRICS FOR HALLMARK ASSESSEMENT TASKS

Proposal for Undergraduate Certificate in Healthcare Leadership

B.3. Learning Outcomes Indicators, Targets, and Frequency of Data Collection

	Standard	<u>Competent</u>	<u>Novice</u>	<u>Deficient</u>
		A+, A, A-, or B+	B, B-, C+, C, or C-	D+, D, D-, or F
L.16.1 Uses formal structures.	Uses the formal structure or hierarchy of an organization to get things done;	Clearly achieves standard with few to no deficits.	Generally achieves standard with few to occasional deficits.	Infrequently achieves standards with numerous deficits.
ASSESSED GRADE:	Understands chain of command, positional power, rules and regulations, policies and procedures, etc.			
L.16.2 Applies understanding of informal structures.	Uses the informal structure of an organization when the formal structure does not work as well as desired; Recognizes key actors, decision influencers, etc.;	Clearly achieves standard with few to no deficits.	Generally achieves standard with few to occasional deficits.	Infrequently achieves standards with numerous deficits.
ASSESSED GRADE:	Applies this knowledge when formal structure does not work as well as desired	Thorough and effective content development.	Fair to minimally adequate content development.	Poor to completely inadequate content development.

APPENDIX B: RUBRICS FOR HALLMARK ASSESSEMENT TASKS

Proposal for Undergraduate Certificate in Healthcare Leadership

B.3. Learning Outcomes Indicators, Targets, and Frequency of Data Collection

Performance Measurement: The ability to understand and use statistical and financial methods and metrics to set goals and measure clinical as well as organizational performance; commitment to and employment of evidence-based techniques.

	Standard	<u>Competent</u>	<u>Novice</u>	<u>Deficient</u>
		A+, A, A-, or B+	B, B-, C+, C, or C-	D+, D, D-, or F
L.17.1 Monitors indicators of performance.	Uses knowledge of customers, markets, and financial and management accounting to track organization performance and financial results; Implements basic patient tracking (e.g., registration, invoicing, third-party payer) and operational (e.g., numbers of procedures, equipment usage) measurement systems; Reports results in an accurate, timely manner that clearly shows organization performance	Clearly achieves standard with few to no deficits.	Generally achieves standard with few to occasional deficits.	Infrequently achieves standards with numerous deficits.
ASSESSED				
GRADE:				

APPENDIX B: RUBRICS FOR HALLMARK ASSESMENT TASKS

Proposal for Undergraduate Certificate in Healthcare Leadership

B.3. Learning Outcomes Indicators, Targets, and Frequency of Data Collection

Process Management and Organizational Design: The ability to analyze and design or improve an organizational process, including incorporating the principles of quality management as well as customer satisfaction.

	Standard	<u>Competent</u>	<u>Novice</u>	<u>Deficient</u>
		A+, A, A-, or B+	B, B-, C+, C, or C-	D+, D, D-, or F
L.18.1 Conducts Process Flow Analysis.	Maps process steps; Identifies key decision points; Determines staffing requirements (numbers, costs and essential knowledge, skills and other attributes), cost implications, and service implications	Clearly achieves standard with few to no deficits.	Generally achieves standard with few to occasional deficits.	Infrequently achieves standards with numerous deficits.
ASSESSED GRADE:				

Project Management: The ability to plan, execute, and oversee a multi-year, large-scale project involving significant resources, scope, and impact. Examples include the construction of a major building, implementation of an enterprise-wide system (patient tracking, SAP), or development of a new service line.

	Standard	<u>Competent</u>	<u>Novice</u>	<u>Deficient</u>
		A+, A, A-, or B+	B, B-, C+, C, or C-	D+, D, D-, or F
L.20.1 Develops detailed project plan.	Uses project management software; Establishes phases and steps with realistic timelines; Identifies required knowledge,	Clearly achieves standard with few to no deficits.	Generally achieves standard with few to occasional deficits.	Infrequently achieves standards with numerous deficits.
ASSESSED				

APPENDIX B: RUBRICS FOR HALLMARK ASSESSEMENT TASKS
Proposal for Undergraduate Certificate in Healthcare Leadership
B.3. Learning Outcomes Indicators, Targets, and Frequency of Data Collection

GRADE: skills, and abilities of team and vendors;
Selects team;
Identifies selection and contracting processes and criteria and selects vendor; Identifies performance requirements, measurement systems, and tracking and reporting processes;
Establishes budget

APPENDIX B: RUBRICS FOR HALLMARK ASSESSEMENT TASKS

Proposal for Undergraduate Certificate in Healthcare Leadership

B.3. Learning Outcomes Indicators, Targets, and Frequency of Data Collection

ELFH 410, Fundamentals of Healthcare Human Resource Management (3.0 Credit Hour)

Hallmark Assessment Task (HAT) #1 Rubric

Learning Objectives:

1. Discuss the role of job analysis as the cornerstone of all HR activities.
2. Describe the steps and methods of job analysis.
3. Conduct a job analysis.
4. Explain the role of recruiting in HRM.
5. Describe the advantages and disadvantages of internal and external recruiting methods.
6. Describe the role of selection in HRM.
7. Demonstrate knowledge of the validity and utility of alternative selection devices.

Competencies:

Communication Skills

Human Resource Management

Base Assessment of HAT Assignment #1:

Did the student complete each element of the assignment requirements?

What (if any) elements of the assignment did the student fail to complete or only partially completed?

Communication Skills: The ability to speak and write in a clear, logical, and grammatical manner in formal and informal situations to prepare cogent business presentations, and to facilitate a group:

	Standard	Competent A+, A, A-, or B+	Novice B, B-, C+, C, or C-	Deficient D+, D, D-, or F
L.6.1 Uses generally accepted English Grammar ASSESSED GRADE:	Uses subject-verb agreement and parallel structure; Uses rules of punctuation and sentence and paragraph construction; Uses concise thematic construction.	Clearly achieves standard with few to no deficits.	Generally achieves standard with few to occasional deficits.	Infrequently achieves standards with numerous deficits.
L.6.2 Prepares effective written	Uses accurate and complete presentation of	Clearly achieves standard with	Generally achieves standard with	Infrequently achieves standards

APPENDIX B: RUBRICS FOR HALLMARK ASSESSEMENT TASKS
 Proposal for Undergraduate Certificate in Healthcare Leadership
 B.3. Learning Outcomes Indicators, Targets, and Frequency of Data Collection

business cases or presentations	arguments pro and con; Develops well-reasoned recommendations; Prepares concise executive summary. Cites sources.	few to no deficits. Thorough and effective content development.	few to occasional deficits. Fair to minimally adequate content development.	with numerous deficits. Poor to completely inadequate content development.
ASSESSED GRADE:				

Human Resource Management: The ability to implement staff development and other management practices that represent contemporary best practices, comply with legal and regulatory requirements, optimize the performance of the workforce, including performance assessments, alternative compensation and benefit methods, and the alignment of human resource practices and processes to meet the strategic goals of the organization.

	Standard	<u>Competent</u>	<u>Novice</u>	<u>Deficient</u>
		A+, A, A-, or B+	B, B-, C+, C, or C-	D+, D, D-, or F
L.9.2 Uses Alternative Compensation and Benefit Programs	Conducts job analysis, evaluation, and grading; Uses compensation surveys; Understands compensation structures, including: market pricing, pay delivery models and their implications, benefits and their role in total compensation, and union wage and hour contract provisions; Uses compensation, benefit, and incentive programs to optimize performance of diverse employee stakeholders; Conducts performance assessments	Clearly achieves standard with few to no deficits.	Generally achieves standard with few to occasional deficits.	Infrequently achieves standards with numerous deficits.
ASSESSED GRADE:				

APPENDIX B: RUBRICS FOR HALLMARK ASSESSEMENT TASKS

Proposal for Undergraduate Certificate in Healthcare Leadership

B.3. Learning Outcomes Indicators, Targets, and Frequency of Data Collection

L.9.3 Aligns Human Resource Functions with Strategy	Aligns human resource functions to achieve organizational strategic outcomes; Understands the importance of aligning recruitment and selection, job design and work systems, learning and development, reward and recognition, and succession planning
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Hallmark Assessment Task (HAT) #2 Rubric

Learning Objectives:

1. Identify the principles of human resource training and development.
2. Identify, classify, and compare human resource compensation practices in healthcare leadership.
3. Summarize and compare the various options for human resource benefits practices in healthcare leadership.
4. Apply principles of performance management to the design of an effective performance management system for a specific job in healthcare leadership.

Competencies:

Communication Skills

Human Resource Management

Base Assessment of HAT Assignment #2:

Did the student complete each element of the assignment requirements?

What (if any) elements of the assignment did the student fail to complete or only partially completed?

Communication Skills: The ability to speak and write in a clear, logical, and grammatical manner in formal and informal situations to prepare cogent business presentations, and to facilitate a group

APPENDIX B: RUBRICS FOR HALLMARK ASSESSEMENT TASKS

Proposal for Undergraduate Certificate in Healthcare Leadership

B.3. Learning Outcomes Indicators, Targets, and Frequency of Data Collection

	Standard	Competent	Novice	Deficient
		A+, A, A-, or B+	B, B-, C+, C, or C-	D+, D, D-, or F
L.6.1 Uses generally accepted English Grammar	Uses subject-verb agreement and parallel structure; Uses rules of punctuation and sentence and paragraph construction; Uses concise thematic construction.	Clearly achieves standard with few to no deficits.	Generally achieves standard with few to occasional deficits.	Infrequently achieves standards with numerous deficits.
ASSESSED GRADE:				
L.6.2 Prepares effective written business cases or presentations	Uses accurate and complete presentation of arguments pro and con; Develops well-reasoned recommendations; Prepares concise executive summary. Cites sources.	Clearly achieves standard with few to no deficits. Thorough and effective content development.	Generally achieves standard with few to occasional deficits. Fair to minimally adequate content development.	Infrequently achieves standards with numerous deficits. Poor to completely inadequate content development.
ASSESSED GRADE:				

APPENDIX B: RUBRICS FOR HALLMARK ASSESSEMENT TASKS

Proposal for Undergraduate Certificate in Healthcare Leadership

B.3. Learning Outcomes Indicators, Targets, and Frequency of Data Collection

Human Resource Management: The ability to implement staff development and other management practices that represent contemporary best practices, comply with legal and regulatory requirements, optimize the performance of the workforce, including performance assessments, alternative compensation and benefit methods, and the alignment of human resource practices and processes to meet the strategic goals of the organization.

	Standard	<u>Competent</u>	<u>Novice</u>	<u>Deficient</u>
		A+, A, A-, or B+	B, B-, C+, C, or C-	D+, D, D-, or F
L.9.2 Uses Alternative Compensation and Benefit Programs	Conducts job analysis, evaluation, and grading; Uses compensation surveys; Understands compensation structures, including: market pricing, pay delivery models and their implications, benefits and their role in total compensation, and union wage and hour contract provisions; Uses compensation, benefit, and incentive programs to optimize performance of diverse employee stakeholders; Conducts performance assessments	Clearly achieves standard with few to no deficits.	Generally achieves standard with few to occasional deficits.	Infrequently achieves standards with numerous deficits.
ASSESSED				
GRADE:				

APPENDIX B: RUBRICS FOR HALLMARK ASSESSEMENT TASKS

Proposal for Undergraduate Certificate in Healthcare Leadership

B.3. Learning Outcomes Indicators, Targets, and Frequency of Data Collection

L.9.3 Aligns Human Resource Functions with Strategy	Aligns human resource functions to achieve organizational strategic outcomes; Understands the importance of aligning recruitment and selection, job design and work systems, learning and development, reward and recognition, and succession planning
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ELFH 430 Healthcare Finance and Accounting (3.0 Credit Hour)

Base Assessment of HAT Assignment:

Did the student complete each element of the assignment requirements?

What (if any) elements of the assignment did the student fail to complete or only partially complete?

Communication Skills: The ability to speak and write in a clear, logical, and grammatical manner in formal and informal situations to prepare cogent business presentations, and to facilitate a group:

	Standard	<u>Competent</u>	<u>Novice</u>	<u>Deficient</u>
		A, A-, B+	B, B-, C+, C, or C-	D+, D, D- or F
L 6.1	Uses generally accepted English grammar.	Clearly achieves standard with few to know deficits	Generally achieves standard with few to occasional deficits	Infrequently achieves standard with numerous deficits
	Uses subject-verb agreement and parallel structure; uses rules of punctuation and sentence and paragraph construction; uses concise thematic construction			
Assessed Grade:				
L 6.2	Prepares effective written business cases or presentations.	Clearly achieves standard with few to no deficits	Generally achieves standard with few to occasional deficits.	Infrequently achieves standard with numerous deficits.
	Uses accurate and complete presentation of facts; uses logical presentation of arguments pro and con; develops well-reasoned recommendations; prepares concise executive summary	Thorough and effective content development	Fair to minimally adequate content development	Poor to completely inadequate content development
Assessed Grade:				

Financial Skills: The ability to understand and explain financial and accounting information, prepare and manage budgets, and make sound long-term investment decisions.

	Standard	<u>Competent</u>	<u>Novice</u>	<u>Deficient</u>
		A, A-, B+	B, B-, C+, C, or C-	D+, D, D- or F
L 8.1 Explains the organization's financial metrics and reports	Uses subject-verb agreement and parallel structure; uses rules of punctuation and sentence and paragraph construction; uses concise thematic construction	Clearly achieves standard with few to know deficits	Generally achieves standard with few to occasional deficits	Infrequently achieves standard with numerous deficits

Assessed Grade:

L 8.2 Understands impact of reimbursement models	Assesses reimbursement and payment system alternatives; explains connections between models and behaviors of providers and payers; develops incentives; considers impact of reimbursement and payment systems when assessing management alternatives	Clearly achieves standard with few to no deficits Thorough and effective content development	Generally achieves standard with few to occasional deficits. Fair to minimally adequate content development	Infrequently achieves standard with numerous deficits. Poor to completely inadequate content development
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Assessed Grade:

Impact and Influence: The ability to persuade, convince, influence, or impress others (individuals or groups) in order to get them to go along with or to support one's opinion or position:

	Standard	<u>Competent</u>	<u>Novice</u>	<u>Deficient</u>
		A, A-, B+	B, B-, C+, C, or C-	D+, D, D- or F
L 10.1	Intends to have a specific effect or impact; communicates intentions; expresses concern with reputation, status, appearance, etc., but does not take any specific actions	Clearly achieves standard with few to know deficits	Generally achieves standard with few to occasional deficits	Infrequently achieves standard with numerous deficits

Assessed Grade:

L 10.2	Takes a single action to persuade	Uses direct persuasion in a discussion or presentation; appeals to reason, data, others' self-interest; uses concrete examples, visual aids, demonstrations, etc.; makes no apparent attempt to adapt presentation to the interest and level of the audience	Clearly achieves standard with few to no deficits. Thorough and effective content development	Generally achieves standard with few to occasional deficits. Fair to minimally adequate content development	Infrequently achieves standard with numerous deficits. Poor to completely inadequate content development
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Assessed Grade:

Information Seeking: An underlying curiosity and desire to know more about things, people, or issues, including the desire for knowledge and staying current with health, organizational, industry, and professional trends and developments. It includes pressing for exact information; resolving discrepancies by asking a series of questions; and scanning for potential opportunities or information that may be of future use, as well as staying current and seeking best practices for adoption:

	Standard	<u>Competent</u>	<u>Novice</u>	<u>Deficient</u>
		A, A-, B+	B, B-, C+, C, or C-	D+, D, D- or F
L 11.1 Consults available resources	Asks direct questions of the people who are knowledgeable about the situation, such as people who are directly involved; uses readily available information, or consults other resources	Clearly achieves standard with few to know deficits	Generally achieves standard with few to occasional deficits	Infrequently achieves standard with numerous deficits

Assessed Grade:

ELFH 432, Healthcare Quality Evaluation (3.0 Credit Hour)

Hallmark Assessment Task (HAT) Rubric

Apply quality models using different theoretical frameworks and concepts.

Learning Objectives:

1. Describe the conceptual differences between quality assurance, quality management, and continuous quality improvement.
2. Analyze health organizational performance using different quality measures and tools.
3. Organize performance tools to change organizational processes to improve quality outcomes.
4. Identify key external health organization quality evaluations.

Competencies:

Communication Skills

Performance Measurement

Process Management and Organizational Design

Base Assessment of HAT Assignment:

Did the student complete each element of the assignment requirements?

What (if any) elements of the assignment did the student fail to complete or only partially completed?

Communication Skills: The ability to speak and write in a clear, logical, and grammatical manner in formal and informal situations to prepare cogent business presentations, and to facilitate a group:

	Standard	<u>Competent</u>	<u>Novice</u>	<u>Deficient</u>
		A+, A, A-, or B+	B, B-, C+, C, or C-	D+, D, D-, or F
L.6.1 Uses generally accepted English Grammar	Uses subject-verb agreement and parallel structure; Uses rules of punctuation and sentence and paragraph construction; Uses concise thematic construction.	Clearly achieves standard with few to no deficits.	Generally achieves standard with few to occasional deficits.	Infrequently achieves standards with numerous deficits.
ASSESSED GRADE:				
L.6.2 Prepares effective written business cases or presentations	Uses accurate and complete presentation of arguments pro and con; Develops well-reasoned recommendations; Prepares concise executive summary. Cites sources.	Clearly achieves standard with few to no deficits. Thorough and effective content development.	Generally achieves standard with few to occasional deficits. Fair to minimally adequate content development.	Infrequently achieves standards with numerous deficits. Poor to completely inadequate content development.
ASSESSED GRADE:				

Performance Measurement: The ability to understand and use statistical and financial methods and metrics to set goals and measure clinical as well as organizational performance; commitment to and employment of evidence-based techniques:

	Standard	<u>Competent</u>	<u>Novice</u>	<u>Deficient</u>
		A+, A, A-, or B+	B, B-, C+, C, or C-	D+, D, D-, or F
L.17.1 Monitors Indicators of Performance	Uses knowledge of customers, markets, and financial and management accounting to track organization performance and financial results; Implements basic patient tracking (e.g., registration, invoicing, third-party payer) and operational (e.g., numbers of procedures, equipment usage) measurement systems; Reports results in an accurate, timely manner that clearly shows organization performance	Clearly achieves standard with few to no deficits.	Generally achieves standard with few to occasional deficits.	Infrequently achieves standards with numerous deficits.
ASSESSED GRADE:				

Process Management and Organizational Design: The ability to analyze and design or improve an organizational process, including incorporating the principles of quality management as well as customer satisfaction:

	Standard	<u>Competent</u>	<u>Novice</u>	<u>Deficient</u>
		A+, A, A-, or B+	B, B-, C+, C, or C-	D+, D, D-, or F
L.18.1 Conducts Process Flow Analyses	Uses process mapping and analysis software; Maps process steps; Identifies key decision points; Determines staffing requirements (numbers, costs and essential knowledge, skills and other attributes), cost implications, and service implications	Clearly achieves standard with few to no deficits.	Generally achieves standard with few to occasional deficits.	Infrequently achieves standards with numerous deficits.
ASSESSED GRADE:				
L.18.2 Benchmarks Good Processes and Practices	research and interpretation to improve both clinical and non-clinical organizational practices; Understands customer service and satisfaction drivers; Understands continuum of care across different delivery sites (e.g., outpatient, acute care, specialty clinic); Defines roles and responsibilities of different caregivers and other providers; Defines roles and responsibilities of administrators and departments; Understands legal, accrediting, and regulatory requirements; Understands clinical	Clearly achieves standard with few to no deficits. Thorough and effective content development.	Generally achieves standard with few to occasional deficits. Fair to minimally adequate content development.	Infrequently achieves standards with numerous deficits. Poor to completely inadequate content development.
ASSESSED GRADE:				

research requirements
and practices; Knows
patient and information
confidentiality
requirements;
Determines costs and
revenue implications

Faculty Roster Form

Qualifications of Full-Time and Part-Time Faculty

Name of Institution: University of Louisville

Name of Primary Department, Academic Program, or Discipline: Department of Educational Leadership, Evaluation, and Organizational Development (ELEOD), Healthcare Leadership Program

Academic Term(s) Included: Fall 2020

Date Form Completed: 4/17/2020

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Andrew L. McCart, PhD (F)	<p>ELF 309: Managing Projects in Healthcare Organizations</p> <p>ELFH 410: Fundamentals of Healthcare Human Resource Management</p> <p>ELFH 430 Healthcare Finance and Accounting</p>	<p>PhD: Public Health-Department of Health Management and Systems Sciences, University of Louisville</p> <p>MBA: Indiana University</p> <p>B.S. Business Administration: Indiana University</p>	<p>Five years in industry managing projects and employees. Thirteen years in academia managing projects and teams of adjuncts.</p> <p>Eighteen years managing profit and loss statements and project budgets and balance sheets.</p> <p>Dr. McCart was a faculty member in Purdue University's Organizational Leadership program and has extensive experience in business consulting, professional coaching, and adult education. Additionally, he has taught Industrial Engineering Technology in academia and the corporate sector since 2005.</p>
Marsha Rieder, PhD, (P)	ELFH 432: Healthcare Quality Evaluation	<p>PhD: Health Services, University of Washington</p> <p>Master of Health Administration, Baylor University.</p>	Dr. Rieder served with high distinction in leadership positions in healthcare organizations across the world including service as the Administrator of the Army Medical

			<p>Department's hospital at Fort Leonard Wood, Missouri.</p> <p>Dr. Rieder also served as an Assistant Professor in the Army-Baylor University MHA-MBA program and is a board-certified healthcare executive (American College of Healthcare Executives) and has published and presented numerous peer-reviewed research articles.</p>
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F, P: Full-time or Part-time;

ANDREW L. MCCART, PhD, MBA

MCCARTANDREW@GMAIL.COM • 812.345.2856 • www.linkedin.com/in/andrew-mccart

Organizational Leadership professional with a strong track record of expertise in achieving efficiencies and improving business performance in a variety of industries, including: education, corporate training, manufacturing, service, and healthcare. Demonstrated success in collecting and analyzing data to drive quality improvement in bottom line results. Successful history of leading cross-functional teams to move from current states to ideal states through the development of people, the reduction of waste, and a focus on financial acumen. Skilled in presenting information, analyzing the research of subject matter experts, and synthesizing complex issues to diverse audiences in understandable ways. Building a reputation as a continuous learner and team leader who fosters relationships, communicates effectively, plans strategically, and acts decisively for the benefit of multiple stakeholders.

Professional Experience

Program Director and Clinical Assistant Professor Healthcare Leadership and Health Professions Education
University of Louisville, June 2019 to present

- Clinical Assistant Professor and Program Director in the Department of Educational Leadership, Evaluation and Organizational Development (ELEOD), leading the University's only Competency Based Education program
- Growing enrollment by collaborating with adjunct faculty, working closely with various departments on campus, participating in special projects such as creating certificates and minors for adult learners
- Developing a Master's of Science in Health Professions Education from a graduate certificate by collaborating with the Associate Dean of Faculty Development and the Faculty Development Program Manager at the University of Louisville's School of Medicine

Lead Faculty and Continuing Lecturer of Organizational Leadership and Industrial Engineering Technology
Purdue University; August 2007 to 2019

INSTRUCTIONAL DESIGN, LEADERSHIP TRAINING, LEARNING MANAGEMENT

- Developed curriculum to share functional expertise and best practices of leadership and human resources management in groups of 4 to 40 participants, in small team exercises, and through one-on-one interactions.
- Conducted regular needs analyses of learning methodologies through in-depth customer feedback mechanisms to support growth in the personal and professional lives of participants by providing new perspectives and insights.
- Implemented a disciplined instructional design approach through regular interaction with internal business partners at multiple levels of the organization to create learning solutions for 110 unique, 15-week courses.
- Managed learning projects in a plan-do-check-act methodology from initiation to closure, including team exercises, work plans, communication timelines, appropriate scope boundaries, and validation of content.

DRIVING QUALITY IMPROVEMENT, COACHING AND MENTORING LEADERS

- Demonstrated a successful track record and was chosen to coach colleagues and subordinates on organizational and efficiency strategies to develop positive customer relationships in a multi-site system with nine locations.
- Defined and championed desired organizational culture, assessed alignment gaps, and developed awareness of services through targeted marketing events, networking programs, training exercises, and community activities.
- Selected appropriate learning activities and implemented a multimedia instructional approach to achieve desired outcomes and modified and improved approaches through feedback received during direct customer interaction.
- Evaluated the success of training programs for improved learning outcomes, by identifying trends and patterns, systematically analyzing common questions, then developing and implementing improvements.

CHANGE MANAGEMENT, ORGANIZATIONAL DEVELOPMENT, MANAGEMENT CONSULTING

- Created research-based training programs for incoming executives and staff, demonstrating experience in change management and culture development, provided facilitator (train-the-trainer) sessions for a merger/acquisition firm.
- Delivered value and quality in a venture capital organization by collaborating with C-level executives and owners to develop and implement a data-driven system to objectively evaluate 100s of businesses in a practical method.

- Consulted with the controller of a \$20 million hospital for an executive-led improvement event to set the agenda, identify desired outcomes, and develop training modules to streamline the physician hiring practices.
- Leveraged resources to help employees embrace change, adopt new strategies, and revamp a three-provider physician practice in Portland, Maine for time savings, growing employees, and resolving improvement barriers.

Corporate Trainer, Industrial Engineer, and Business Process Improvement Analyst: HNI, Incorporated; Orleans, Indiana, September 2005 – July 2007

- Designed and conducted biweekly team member training and simulation courses for various leadership skills and lean tools: including 5S, quick changeover, SMART goals, kanban, poka-yoke, spaghetti diagram, level loading, and standardized work. Conducted data-driven follow-up on a 30, 60, and 90 day basis to company executives.
- Engaged front line leaders, supervisors, and employees in organizational objectives through training and executing changes in plant layout, process flow, human capital allocation, and machine capability improvements.
- Led continuous improvement (kaizen) events through all stages: charter identification/creation, pre-work, identification and completion, delivery of results during the kaizen week, regular follow up and follow-through on sustainment; overseeing projects that created savings of over 20% or \$453,000 annually in 11 functional areas.

General Manager, Human Resources Trainer, and Corporate Liaison: Great Escape Theaters and Alliance Entertainment, New Albany, Indiana; August 2002 to July 2005

- Worked closely with chief executives, vice presidents, and external stakeholders to provide ongoing strategic input to plan the corporate direction of a \$150 Million company, ensuring human capital and resource allocation to aid aggressive growth in operations, development, human resources, risk management, and new construction.
- Exhibited broad and progressive leadership for over 90 direct reports while overseeing a \$10 Million facility, an annual profit and loss statement of \$5 Million, and just-in-time inventory of \$2 Million annually--with extremely low labor costs, by leveraging resources to realize corporate goals and deliver consistent customer satisfaction.
- Developed and implemented an extensive recruiting and retention program that included interviewing, talent acquisition, and employee development functions as new locations opened, including hiring, firing, and wage negotiation as the organization grew from 6-20 locations and 150 to 800+ employees in less than three years.

EDUCATION

Doctor of Philosophy, Public Health Management, University of Louisville, 2017

- Designed, conducted, and analyzed a multi-year research project, resulting in over 800 pages of interview transcripts and the authoring of a 340-page, qualitative dissertation document that investigated the administration and implementation of wellness activities to improve employee health and wellbeing in technology organizations.
- Defended the above dissertation report to a diverse audience of senior academic leaders, hospital executives, tenured and untenured faculty, students, and executive level Public Health experts in a question and answer format.
- Studied Organizational Development and Adult Education issues with a varied group of Americans and Panamanians in Panama City, Panama at the Quality Leadership University of Central America.

Master of Business Administration, Indiana University Southeast, August 2007

- Created a unique community service project involving an executive-led team examining organizational objectives through a three-day Six Sigma Value Stream Analysis at a large hospital in Louisville. Uncovered areas of waste through a quantitative analysis that measured efficiency of patient flow from first contact to final payment.

Bachelor of Science, Business Administration, Indiana University, Kelly School of Business, May 2002

- Completed degrees in International Studies and Business Law, with a History minor. Studied International Economics, the creation of the European Union, and the Czech language and in Prague, Czech Republic.
- Served as a Historian, Ritual Chairman, and Co-Captain of an intermural sports team at Acacia Fraternity.

COMMUNITY INVOLVEMENT AND VOLUNTEER ACTIVITIES

Supervised 85+ community projects with students and leaders of Purdue Polytechnic New Albany

Teaching wellness classes at Family Health Centers and Baptist Health Floyd

Chairman of One Southern Indiana (1si) Wellness Coalition, 1st Advocacy Council

Senior Instructor: Healing Tao of the Americas, Martial arts black belt in three styles. Certified Tai Chi, meditation and yoga instructor

Member of Orleans Lodge #153, Free and Accepted Masons

Eagle Scout and Lodge Chief in Boy Scouts of America

COURSES TAUGHT AT THE COLLEGIATE LEVEL

ELFH 309 Managing Projects in Healthcare Organizations: The course provides an overview of project planning and management tools/techniques used in managing projects in healthcare organizations. The purpose of this course is to introduce students to the terminology, techniques and steps in managing the planning elements of a work-related project.

ELFH 310, Healthcare Presentations and Group Facilitation: Develop instructional design strategies for successful healthcare work force advancement. Explore the dynamics of teams, along with groups and facilitating group decision-making through the development of meeting agendas and objectives, managing meetings, and team decision-making strategies in healthcare organizations.

ELFH 410 Fundamentals of Healthcare Human Resource Management: This course provides an opportunity to study the human resources management (HRM) functions and roles of performance management and compensation in healthcare organizations.

ELFH 416 Principles of Healthcare Leadership and Management: This course provides an introduction to healthcare management, along with concepts, theories, and application of strategic leadership and management principles for increasing the effectiveness of healthcare organizations.

ELFH 417, Coaching and Talent Management in Healthcare: This course addresses knowledge, skills, and dispositions for growing leaders in healthcare to maximize performance and goal attainment at individual, group, and organizational levels.

ELFH 418, Conflict Management in Healthcare Organizations: Students will be introduced to different aspects of conflicts, negotiation, mediation and other alternative dispute resolution mechanisms in healthcare organizations.

ELFH 419, Healthcare Workplace and Information Ethics: Study and application of ethical perspectives at individual, group, organizational, and societal levels, as they apply to leadership in healthcare workplaces. Includes examination of social responsibility.

ELFH 430 Healthcare Finance and Accounting: Introduction to healthcare finance and accounting including: health business basics; how services are paid; pricing decisions and profit analysis; planning and budgeting; capital investment decisions; reporting profits, assets, financing, and cash flows; assessing organizational financial condition.

ELFH 431 Healthcare Information Management: Students will be introduced to conceptual and theoretical foundations of healthcare information management. Focus will be paid to developing an understanding about processes used to manage healthcare information management.

ELFH 432 Healthcare Quality Evaluation: Students will be introduced to conceptual and theoretical foundations of healthcare quality evaluation. Particular focus will be paid to developing an understanding of the basics of the quality evaluation process.

ELFH 433 Healthcare Law and Ethics: Students will explore and examine the legal, policy and ethical issues that engage healthcare professionals in the ever-changing healthcare system. Particular focus will be on developing professionalism, both personally and organizationally.

PHMS-682: Population Health Information Management: This course is designed to introduce students to key concepts and issues surrounding the adoption and use of information systems for population health management.

PHMS-683 Healthcare Quality Management: This course is designed to introduce students to key concepts and issues surrounding the adoption and use of information systems and the use of quality assessment processes within health care organizations.

PHMS-684 Project Management for Population Health: This course is designed to introduce students to key concepts and methodologies involved in managing projects and the use of specific project management tools and processes within health care organizations.

OLS 252: Human Behavior in Organizations: A survey of the concepts that provide a foundation for the understanding of individual and group behavior in organizations of work, with special emphasis on typical interpersonal and leadership relationships. (3 credits.)

OLS 284: Leadership Principles: As one of the five foundation courses required for all students enrolled in any OLS undergraduate program of study, this course focuses exclusively on the most important principles, processes, and techniques practiced by individuals to effectively lead others in organizations in order to achieve desired performance results. (3 credits.)

OLS 325: Meeting Management: An applications-oriented course in presenting technical information and conducting problem-solving and decision-making conferences or meetings. Special emphasis placed on leading and facilitating interactive conferences, as well as structuring information for effective presentations. (3 credits.)

OLS 351: Innovation and Entrepreneurship: An in-depth study of innovation in existing organizations as well as entrepreneurship in start-up businesses, franchises, family-owned firms, and other business formats. (3 credits.)

OLS 388: Leadership through Teams: An in-depth study of self-directed work teams and team processes in the work setting with a view to understanding team functions under varying task conditions. Especially emphasized will be the leadership of teams for effective performance and maximum member satisfaction. This course deals extensively with maintenance and task behaviors of team members. (3 credits.)

OLS 456: Leadership in a Global Environment: Exploration of leadership strategies for organizations engaged in international business. Includes understanding of cultural differences and diverse business practices, and challenges of competing in a global marketplace. (3 credits.)

OLS 477: Conflict Management: A study of the methods for dealing with inner-personal, inter-personal, and political disputes by means generally outside the traditional court system. Students will investigate the theoretical and practical aspects of conflict assessment, negotiation, problem solving, mediation, and arbitration. (3 credits.)

OLS 484: Leadership Strategies for Quality and Productivity: A study of how organizational leaders create an environment conducive to high levels of employee self-motivation, quality and productivity. Emphasis is placed on process and system thinking. Actual case situations are used to illustrate the application of course content. (3 credits.)

OLS 487: Leadership Philosophy: A review of current managerial education and development theories and practices; discussions of fundamental social, economic, and political changes affecting business and the art of managing; implications of these changes for individual development and continued growth. Open to seniors and graduate students only. (3 credits.)

OLS 345: Critical Thinking in Organizations: This course focuses on systems thinking and the understanding of research design and measurement theory used in solving organizational and human resource development problems. The emphasis is on applied methodology rather than on statistical issues, with the intent of the student becoming an effective consumer of information. The student will learn how to report findings in a practical and influential manner. Includes the importance of knowledge management issues in organizations. (3 credits.)

OLS 386: Leadership for Organizational Change: A survey of the concepts that provide a foundation for the understanding of leadership and its relationship to the management of organizational change, with special emphasis on managing the human side of quality improvement. (3 credits.)

BUS K201: The Computer in Business: Taught at Indiana University Southeast's School of Business. An overview of Microsoft Excel, Access, and Computing Concepts. (3 credits).

BUS M101 Principles of Marketing: Taught online for Ivy Tech Community College. This course introduces the marketing role in society and how it affects the marketing strategy. Emphasizes the marketing mix, product planning, and the effects of the demographic dimension on the consumer market. (3 credits). Because BUS M101 was taught online; its teaching included completion of Ivy Tech's Online Faculty Certification Course.

BUS 105 Principles of Management: Taught at Ivy Tech Community College. Describes the functions of managers, including the management of activities and personnel. Focuses on application of guidance principles in management. (3 credits).

ECET 38001: Global Professional Issues In Engineering Technology. This course addresses professional ethics, legal issues, professional development, technology transfer, and corporate culture as they relate to EET graduates and our global society. Information relating to personal job and career choices, resumes, and interviews are included. Credit Hours: 3.00.

OLS 27400: Applied Leadership. Introduction to applied leadership in the context of organizational functions, structures, and operation. Credit Hours: 3.

TLI 11200: Foundations Of Technology Leadership. A survey of individual and organizational behavioral concepts and principles that provide a foundation for leadership in technology organizations. The focus will be toward the understanding of behaviors necessary for effective technology leadership, including concepts of work in a technology-rich environment. Credit Hours: 3.

TECH 12000: Technology And The Individual. A survey course designed to develop a student's perspective and enhance their skills in living and working in a technological society. The course explores learning skills, oral/written communications, successful lifelong learning, problem solving, data literacy, individual ethics, professionalism, the historical impact of technology, and technology current events. Credit Hours: 3.

TECH 32000: Technology and the Organization. A course intended to provide students with experiences mirroring what they will encounter in the world of work. Students will participate in interdisciplinary teams to explore technology solutions. Course topics include public policy, regulatory and ethical issues, teaming and leadership, and project management. Permission of department required. Credit Hours: 3.

TECH 33000: Technology & the Global Society. The course examines the interplay of technology, globalization, and ethics. Students will explore concepts and issues related to outsourcing; global competitiveness; communications; contemporary issues; cultural differences such as inequality, security, sustainability, and quality of life; and the ethical dilemmas that often emerge as a result of the impact of technology. Credit Hours: 3.

TLI 23500: Introduction To Lean And Sustainable Systems. This course provides the foundation for technology systems processes and practices. The content covers the discussion of current systems issues, basic systems technology processes, and the role of systems engineering professionals in a global business environment. Topics include basic principles of systems thinking, the concepts of performance and cost measures, alternative design concepts, lean processes, and sustainable life-cycle management. Credit Hours: 3.

TLI 25400: Leading Change In Technology Organizations. This course provides a framework for creating, monitoring, and leading change within technology-rich organizations. Students will learn how to be change consultants, diagnose organizational problems, identify and implement change interventions at various outcome levels (i.e. individual, group, process, and the organization as a whole), and evaluate the success of change efforts. Credit Hours: 3.

TLI 48395: Industrial Engineering Technology Capstone. During the second semester of the capstone sequence, teams will use a systematic approach to plan and design workstations, office space, and operations for a production or service facility proposed. This course will emphasize lean principles to increase efficiency and eliminate waste through continuous improvement and the role of the team in establishing the goals and completing the design project. Credit Hours: 3.

MET 49000: Special Topics In Mechanical Engineering Technology. Group instruction in new or specialty areas of mechanical engineering technology is provided by MET faculty, subject to MET curriculum subcommittee approval. Hours, subject matter, and credit to be arranged by faculty. Credit Hours: 3.

OLS 36400: Professional Development Program: A survey course covering many professional and personal facets relative to entering the work force upon graduation. Major areas addressed include resume preparation, interviewing techniques, development of job-search plans, social skills, and analysis of career fields and opportunities. Credit Hours: 3.

OLS 299: Foundations of Personal Finance is a course designed to teach students the basics of personal finance, enhancing their skills with using money, and planning for financial success in the future. The basics of personal finance include savings, budgeting, debt, college student essentials for money handling, and relating to money with family, friends and philanthropy. Credit hours: 3.

OLS 34600: Critical Thinking And Ethics. A course in complex problem solving and creative thinking with an emphasis on the ethical impacts of these solutions. Credit Hours: 3.

OLS 48400: Leadership Strategies For Quality And Productivity. A study of how organizational leaders create an environment conducive to high levels of employee self-motivation, quality, and productivity (TQM). Actual case situations are used to illustrate the application of course content. Credit Hours: 3.

OLS 37600: Human Resource Issues. Analysis and discussion of case problems concerning typical leadership and personnel situations that impact upon the supervisor/manager. Emphasis directed toward development of attitude, philosophy, analytical ability, and problem-solving skills within the working environment. Credit Hours: 3.

TLI 15200: Business Principles for Organizational Leadership. This course will introduce the topic of applied organizational leadership in the context of working organizations. Topics include basic functions, structures, and operations of organizations, and an introduction to reading and understanding balance sheets, cash flow statements, and profit-loss statements. Credit Hours: 3.

TLI 21300: Project Management. Project management is an ad hoc technique for accomplishing specialized missions or work. Examples of projects include research and development studies, consulting projects, reorganization efforts, implementation of total quality management, installation new equipment, advertising campaigns, construction or other one-time efforts. This course will provide a leadership approach to project management, including team development and team selection. Credit Hours: 3.

TLI 34250: Purchasing and Contract Management. This course examines the processes by which goods and services are acquired through purchasing and contract management. Topics include procurement, contract strategies, source selection, identifying contract type, product liability and risk, the bid process and response evaluation; contract risk assessment, contract negotiation, and contract law. Credit Hours: 3.

Publications and Presentations

Berkowitz, Brett, McCart, A., Scaling Your Student Systems for Success in CBE. CBE Exchange, Palm Springs, CA. (October 2019).

Berkowitz, B., Dorsey, C., McCart, A., Pirkl, K., Zaker, S. Panel: The Many Flavors of Competency-Based Learning. CBE Exchange Conference, Palm Springs, CA. (October 2019).

Turner, M. J., Webster, R. D., & McCart, A. L., et al. (2016). Purdue Mission to Mars: Recruiting Students into a Polytechnic College. Paper presented at American Society of Engineering Education Annual Conference & Exposition, New Orleans, LA, 26-29 June 2016. Washington, DC: ASEE.

Turner, M. J., Webster, R. D., & McCart, A. L. (2017). *Polytechnic Students' Aspirations, Interests, and Confidence: Case Study on Students' Understanding of and Reasoning for Major Selection*. Washington, D.C.: ASEE Annual Conference and Exposition.

Dialogue on Diversity Conference: Am I the youngest person in the room again? Young faculty perspectives in higher education. April 7, 2017 Bellarmine University.

McCart, A. L. (2017). *How to Develop, Implement, and Use an Ethical Framework in Technology Leadership: A Case Study on Teaching Ethical Leadership to Engineering Technologists*. Indianapolis, IN: Indiana University's Leadership Engagement and Discovery Conference.

The Alchemist's Tao Te Ching: Transforming Your Lead Into Gold. Authored by Andrew L. McCart PhD, 200 pages. ISBN-13: 978-1718636972 (Create Space-Assigned). BISAC: Philosophy / Mind & Body.

Growing a Healthy Workforce: Leading in the Eight Dimensions of Organizational Wellness. Authored by Andrew L. McCart PhD. 220 pages. ISBN-13: 978-1720551591 (Create Space-Assigned). BISAC: Health and Wellness. Release date: August 2018.

External grants and contracts awarded

Integrative, Multi-Disciplinary, Entrepreneurial Capstone Experiences
Sponsoring Organization: Venture Well
Role: Co-PI
Total Award: \$35,750.00
Date: May 2015 - August 2016.

New Albany Commercialization
Role: Co-PI
Total Award: \$12,500.00
Date: May 1, 2015 - August 15, 2015.

Exploratory SAIL Grant, Study Abroad Trips.
Role: PI
Total Award: \$4,000
Date: January 2018 – May 2018

Engagement Activities

Consulting Type: For Profit Organization
Client: Ground Swell
Duration: June 2015 - January 2017

Over the course of two years, helping an organization develop a training program for their employees. This training primarily happened in person, over email, WebEx meetings, and telephone calls.

Chair- Health and Wellness Coalition One Southern Indiana, June 2016
Beginning and serving as chair for the One Southern Indiana Chamber of Commerce Health and Wellness Coalition. Served as chair for the first year and now still a member.

Examination of Workplace Wellness Factors, January 2017 – May 2017

Meeting with human resources employees and executives of 25 organizations to discuss their workplace wellness programs. The meetings lasted one to two hours and covered the Centers for Disease control Health Scorecard.

Speaking Engagement Humana Clinical Business Solutions Team, July 21, 2016

Speaking and training to discuss Humana's upcoming merger and acquisition. Helping them make the most of the merger and to set goals for their professional and personal life.

Office Technology Training- City of New Albany, April 8, 2016: Teaching mechanics and etiquette of Microsoft office tools to a group of 20 employees from the City of New Albany.

Fundamentals of Leadership Training-Heritage Hardwoods of Kentucky, January 2016. This is a six month training program, one day a week, for front line supervisors of a manufacturing organization.

Committee Member, One Southern Indiana Chamber Advocacy Council, New Albany, Indiana (IN).

Evaluate and vote on the strategic direction of the Chamber of Commerce regarding Business, Industry, Community, and Education decisions that the 1,050 business member organization should support.

Mentoring or advising of students (individuals or organizations) Six undergraduate students mentored per semester, approximately 20 hours spent per year. I help students plan for their careers outside of classes. This includes helping them think through their ideal work environment, resume and portfolio advice, networking, and interviewing skills.

Cost/Funding Explanation

Complete the following table for the first five years of the proposed program and provide an explanation of how the institution will sustain funding needs.
 *The total funding and expenses in the table should be the same, or explain sources(s) of additional funding for the proposed program.

A. Funding Sources, by year of program:	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources					
~ New					
~ Existing					
Narrative Explanation/Justification:					
Funding Sources, by year of program (continued)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Total Resources Available from Other Non-State Sources					
~ New					
~ Existing					
Narrative Explanation/Justification:					
Funding Sources, by year of program (continued)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>

Cost/Funding Explanation

State Resources					
~ New					
~ Existing					
Narrative Explanation/Justification:					
Funding Sources, by year of program (continued)					
	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Internal Allocation					
Internal Reallocation					
Narrative Explanation/Justification: <i>The sources and process of allocation and reallocation should be detailed, including an analysis of the impact of the reduction on existing programs and/or organization units.</i>					
Funding Sources, by year of program (continued)					
	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Student Tuition					

Cost/Funding Explanation

~ New	\$13,572	\$22,620	\$36,192	\$54,288	\$67,860
~ Existing					

Narrative Explanation/Justification: *Describe the impact of this program on enrollment, tuition, and fees.*

The numbers above represent 70% of online tuition that is allocated to the academic unit where the instruction takes place. The program is a total of 12 credit hours per year. The projected number of enrolled students are 3 for year one, 5 for year two, 8 for year 3, 12 for year 4, and 15 for year 5.

	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
A. TOTAL - Funding Sources (REVENUES) -	\$ 13,572.00	\$ 22,620.00	\$ 36,192.00	\$ 54,288.00	\$ 67,860.00

Cost/Funding Explanation

B. Breakdown of Budget Expenses/Requirements	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Staff:					
Executive, Administrative, Managerial					
New					
Existing					
Other Professional					
New					
Existing					
Faculty					
New	\$7,712	\$8,298	\$9,176	\$10,347	\$10,347
Existing					
Graduate Assistants					
New					
Existing					
Student Employees					
New					
Existing					

Cost/Funding Explanation

Narrative Explanation/Justification: <i>Includes salaries of all listed above. Identify the number of new faculty required and whether the new hires will be part-time or full-time. Identify the number of assistantships/stipends that will be provided. Include the level of support for each assistantship/stipend. NO NEW EXPENSE.</i> Existing faculty already teaching the same courses for the BS in OLL (Healthcare Leadership Track) Program will be used. Due to the current budget situation, no faculty salary increases were calculated. Above figures represent percentage of annual salary for one full-time faculty member (10% teaching per workplan) plus <i>CEHD PTL Compensation Schedule</i> (attached) rate for 3-credit hour undergraduate course based on degree held by Instructor/number of students for one part-time lecturer with PHD teaching one course, based on projected enrollment figures.					
Equipment and Instructional Materials					
New					
Existing					
Narrative Explanation/Justification:					
Library					
New					
Existing					
Narrative Explanation/Justification:					
Contractual Services					
New					
Existing					
Narrative Explanation/Justification					
Academic and/or Student Support Services					
New					
Existing					
Narrative Explanation/Justification					

Cost/Funding Explanation

Other Support Services					
New					
Existing					
Narrative Explanation/Justification					
Faculty Development					
New					
Existing					
Narrative Explanation/Justification					
Assessment					
New					
Existing					
Narrative Explanation/Justification					
Other					
New					
Existing					
Narrative Explanation/Justification:					
TOTAL					
New					
Existing					

Cost/Funding Explanation

Complete the following table for the first five years of the proposed program and provide an explanation of how the institution will sustain funding needs. For any existing dollar amounts and department allocation for new dollar amounts reported in the Expenses spreadsheet, also add the dollar amounts to the Funding Sources spreadsheet under Internal allocation or reallocation.

You must add an explanation/justification for any dollar amount reported in this table.

*The FundingSource Expenses-Combined spreadsheet will pre-populate from the numbers entered into the Funding Sources and Expenses spreadsheets. The total funding and expenses shown in the Combined spreadsheet should be the same (i.e., there should be enough funding to cover the proposed expenses). Provide an explanation for any excess funding beyond those needed to cover expenses.

A. Funding Sources, by year of program:	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources					
~ New	\$ -	\$ -	\$ -	\$ -	\$ -
~ Existing					
Narrative Explanation/Justification:					
Funding Sources, by year of program (continued)	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Other Non-State Sources					
~ New	\$ -	\$ -	\$ -	\$ -	\$ -
~ Existing					
Narrative Explanation/Justification:					

Cost/Funding Explanation

Funding Sources

Funding Sources, by year of program (continued)					
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
State Resources					
~ New	\$ -	\$ -	\$ -	\$ -	\$ -
~ Existing					
Narrative Explanation/Justification:					
Funding Sources, by year of program (continued)					
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Internal					
Internal Allocation	\$ -	\$ -	\$ -	\$ -	\$ -
Internal Reallocation	\$7,712	\$8,298	\$9,176	\$10,347	\$12,934

Cost/Funding Explanation

Narrative Explanation/Justification: *The sources and process of allocation and reallocation should be detailed, including an analysis of the impact of the reduction on existing programs and/or organization units. Internal reallocation are those estimated dollars that will be dedicated to fund the start-up and support of the new academic program – typically defined as faculty, administrative/staff and operational expenses.*

There are no new expenses. The internal reallocation amounts listed above reflect the cost to offer the classes (10% of the existing full-time faculty member salary teaching the existing classes, per work plan; plus cost of one part-time faculty teaching one existing course). Faculty members are already teaching sections of the required courses for the BS in OLL-Healthcare Track that have space. Put simply, the proposed certificate program will not affect current faculty workloads, and the enrollments will serve to fill open seats in classes. Given the current budget situation, no calculation for faculty salary increases was included.

Funding Sources, by year of program <i>(continued)</i>	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Student Tuition					
~ New	\$ 12,574.80	\$ 20,958.00	\$ 33,532.80	\$ 50,299.20	\$ 62,874.00
~ Existing					
Narrative Explanation/Justification: <i>Describe the impact of this program on enrollment, tuition, and fees.</i>					
<p>The numbers above represent 70% of online tuition that is allocated to the academic unit where the instruction takes place. 12 credit hours per year X \$499 per credit hour X the projected number of these students, per year X 70% back to Business Unit Project enrollment is 3 for the first year, 5, 8, 12, and 15 for each following year. Projections are based on the current enrollment of 66 in the B.S. in Healthcare Leadership.</p>					
Total					
~ New	\$ 12,574.80	\$ 20,958.00	\$ 33,532.80	\$ 50,299.20	\$ 62,874.00

Cost/Funding Explanation

Funding Sources

	~ Existing	\$ 7,712.00	\$ 8,298.00	\$ 9,176.00	\$ 10,347.00	\$ 12,933.75
A.	TOTAL - Funding Sources (REVENUES)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
		\$ 20,286.80	\$ 29,256.00	\$ 42,708.80	\$ 60,646.20	\$ 75,807.75

\$	228,705.55	Funding Total over 5 Years (will pre-populate)	
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Cost/Funding Explanation

Complete the following expense spreadsheet for the first five years of the proposed program

Provide a detailed explanation wherever dollar amounts are reported, including how the numbers were calculated.

You should also add any existing dollar amounts and department allocation for new dollar amounts reported in this Expenses spreadsheet to the Funding Sources spreadsheet (under Internal allocation or reallocation).

*The FundingSource Expenses-Combined spreadsheet will pre-populate from the numbers entered into the Funding Sources and Expenses spreadsheets. The total funding and expenses shown in the Combined spreadsheet should be the same or show an excess in funding (provide an explanation for any excess funding).

B. Breakdown of Budget Expenses/Requirements	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Staff					
<i>Executive, Administrative, Managerial</i>					
~ New					
~ Existing					
<i>Other Professional</i>					
~ New					
~ Existing					
<i>Faculty</i>					
~ New					
~ Existing	\$7,712	\$8,298	\$9,176	\$10,347	\$10,347
<i>Graduate Assistants</i>					
~ New					
~ Existing					
<i>Student Employees</i>					
~ New					
~ Existing					
Narrative Explanation/Justification: <i>Includes salaries for all listed above and explain how they were calculated. Identify the number of new faculty required and whether the new hires will be part-time or full-time. Identify the number of assistantships/stipends that will be provided. Include the level of support for each assistantship/stipend.</i>					

Cost/Funding Explanation

There are no new expenses. The amounts listed above reflect the cost to offer the classes (10% of the existing full-time faculty member salary teaching the existing classes, per work plan; plus cost of one part-time faculty teaching one existing course). Faculty members are already teaching sections of the required courses for the BS in OLL-Healthcare Track that have space. Put simply, the proposed certificate program will not affect current faculty workloads, and the enrollments will serve to fill open seats in classes. Given the current budget situation, no calculation for faculty salary increases was included.

Breakdown of Budget Expenses/Requirements (continued)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Equipment and Instructional Materials					
~ New					
~ Existing					
Narrative Explanation/Justification:					
Breakdown of Budget Expenses/Requirements (continued)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Library					
~ New					
~ Existing					
Narrative Explanation/Justification:					

Cost/Funding Explanation

Budget Expenses/Requirements

Breakdown of Budget Expenses/Requirements (continued)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Contractual Services					
~ New					
~ Existing					
Narrative Explanation/Justification:					
Breakdown of Budget Expenses/Requirements (continued)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Academic and/or Student Support Services					
~ New					
~ Existing					
Narrative Explanation/Justification:					

Cost/Funding Explanation

Budget Expenses/Requirements

Breakdown of Budget Expenses/Requirements (continued)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Other Support Services					
~ New					
~ Existing					
Narrative Explanation/Justification:					
Breakdown of Budget Expenses/Requirements (continued)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Faculty Development					
~ New					
~ Existing					
Narrative Explanation/Justification:					

Cost/Funding Explanation

Budget Expenses/Requirements

Breakdown of Budget Expenses/Requirements (continued)					
	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Assessment					
~ New					
~ Existing					
Narrative Explanation/Justification:					
Breakdown of Budget Expenses/Requirements (continued)					
	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Student Space and Equipment (if doctorate)					
~ New					
~ Existing					
Narrative Explanation/Justification:					

Cost/Funding Explanation

Budget Expenses/Requirements

Breakdown of Budget Expenses/Requirements (continued)					
	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Faculty Space and Equipment (if doctorate)					
~ New					
~ Existing					
Narrative Explanation/Justification:					
Breakdown of Budget Expenses/Requirements (continued)					
	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
Other					
~ New					
~ Existing					

Cost/Funding Explanation

Budget Expenses/Requirements

Narrative Explanation/Justification:					
Total					
~ New	\$ -	\$ -	\$ -	\$ -	\$ -
~ Existing	\$ 7,712.00	\$ 8,298.00	\$ 9,176.00	\$ 10,347.00	\$ 10,347.00
B. TOTAL - Expenses/Requirements (EXPENDITURES)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
	\$ 7,712.00	\$ 8,298.00	\$ 9,176.00	\$ 10,347.00	\$ 10,347.00

\$	45,880.00	Expenses Total over 5 Years (will pre-populate)	
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A. TOTAL - Funding Sources (REVENUES)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
	\$ 20,286.80	\$ 29,256.00	\$ 42,708.80	\$ 60,646.20	\$ 75,807.75
B. TOTAL - Expenses/Requirements (EXPENDITURES)	<i>1st Year</i>	<i>2nd Year</i>	<i>3rd Year</i>	<i>4th Year</i>	<i>5th Year</i>
	(7,712.00)	(8,298.00)	(9,176.00)	(10,347.00)	(10,347.00)
BALANCE - (SURPLUS/DEFICIT)	\$12,574.80	\$20,958.00	\$33,532.80	\$50,299.20	\$65,460.75

April 20, 2020

To Whom It May Concern:

As Dean of the College of Education and Human Development at the University of Louisville, this letter is to signify that I support the Undergraduate Certificate in Healthcare Leadership proposed by Dr. Andrew McCart, Clinical Assistant Professor and Program Director, Healthcare Leadership and Health Professions Education, and the Department of Educational Leadership, Evaluation and Organizational Development (ELEOD).

The proposal provides accurate evidence for the need for this 12-credit hour certificate program to fill the gap for students interested in pursuing the Work Ready Kentucky Scholarship (WRKS) Program from the Kentucky Higher Education Assistance Authority to pursue careers in organizational training.

The rationale behind this proposal is prepare adult learners who are working in healthcare, public health, private health insurance, health-care billing and payment, and other health-related businesses. This program is ideal for individuals who have acquired experience in the healthcare field and desire another credential for promotions within their organization, increased pay, or management and leadership roles.

The goals of the proposed Certificate in Healthcare Leadership are:

- Provide students with an increased awareness of the purpose and application of quality evaluation in the healthcare workplace.
- Provide students with the understanding that quality evaluation is the process of using data to assess the performance of health plans and health care providers against recognized quality standards. Quality of care is increasingly used in evaluating health care performance. Students will understand the importance users attach to aspects of care and their actual experience with these aspects. They will understand how to conduct ongoing process evaluation as an important management task within healthcare service delivery programs.

This proposed undergraduate certificate is targeting the population of potential students who have acquired experience in the healthcare field and desire a credential for promotions within their organization, increased pay, or management and leadership roles; as well as professionals in careers that span across a variety of Healthcare Leadership positions. This introductory certificate prepares professionals at the entry to mid-level, as well as clinic/service/department level positions in public or private healthcare organizations and systems.

If you have questions, please do not hesitate to contact me.

Sincerely,



Amy S. Lingo, Ed.D.
Interim Dean and Professor, Special Education
College of Education and Human Development

CC: Sharon Kerrick, Chair, ELEOD
Andrew McCart
Katie Niehaus

May 5, 2020


Connie Shumake
Office of the Provost
University of Louisville
Louisville, KY 40292

Connie,

We have been asked to provide a letter of support for the proposed new undergraduate certificate in healthcare leadership. Our attached review indicates that the Libraries have adequate resources to support this proposal and no new resources would be required though additional materials may be added going forward as resources permit.

Please contact us if you have any questions or need additional information.

Sincerely,



Robert E. Fox, Jr.
Dean, University Libraries

CC: Fannie Cox
Bruce Keisling
Katie Niehaus
Claudene Sproles

**EVALUATION OF LIBRARY RESOURCES
ESSENTIAL TO THE SUPPORT OF:
PROPOSED UNDERGRADUATE CERTIFICATE IN HEALTHCARE LEADERSHIP**

By

Fannie M. Cox
Education Liaison to the College of Education and Human Development (CEHD)
Ekstrom Library
University Libraries

Robert Fox, Jr.
Dean
University Libraries
May 4, 2020

OVERVIEW

The University of Louisville (UofL) Libraries are comprised of five separate libraries: the Ekstrom Library serving the humanities, social sciences, life sciences, business, education, engineering, physical science, and technology; the Kornhauser Health Sciences Library; the Law Library; the Anderson Music Library; and the Bridwell Art Library. In addition, the University Archives and Records Center is part of the library system. Materials relevant to support an undergraduate certificate in Health Leadership can be found in Ekstrom and Kornhauser Libraries.

The Libraries supports the instructional and research needs of about 22,000 students and nearly 6,000 faculty and staff. The University Libraries are members of the State-Assisted Academic Library Council of Kentucky (SAALCK) and Kentuckiana Metroversity, a consortium of libraries in the Louisville metropolitan area. In addition, the UofL Libraries are a member of the Association of Research Libraries (ARL), an organization of 125 North American library systems affiliated with large, comprehensive research institutions.

A review of library support for an academic program includes a review and analysis of all resources including the collections, services, staffing and facilities. This report provides such a review and analysis, along with recommendations in areas where resources appear to be lacking.

COLLECTIONS

I. BOOK COLLECTION

Table I describes relevant subject areas that support an undergraduate certificate in Health Leadership at Ekstrom Library. As a Collection Analysis standard, the library collections of UofL's Benchmark academic institutions are compared. In this instance, our benchmarks do not have comparable programs. Since we could not compare our holdings with our benchmark institutions, we are unable to determine whether a gap exist, or whether additional funding is needed.

TABLE I: Book Holdings*

Subject	Division	Number of titles held by Ekstrom Library
Business & Economics	Business, Business Administration, Finance, General, Labor, General, Public Finance, General	1409
Health Facilities, Nursing & History	Hospitals and Other Health Facilities	34
Medicine	Public Health, Public Aspects of Medicine, Computer Applications to Medicine, Medical Practice Economics, Types of Practice;	392

Note* Kornhauser Health Sciences Library holdings are not included in this analysis.

II. PERIODICAL COLLECTION

The University of Louisville Libraries currently receives the following periodicals relevant to the proposed Health Leadership program.

TABLE II: Periodical Holdings Relevant to Health Leadership

Academic pediatrics.
Advances in pediatrics
BMJ leader
British journal of healthcare management
Food management
Health care management science
Healthcare Innovation
Healthcare leadership review
HealthLeaders
HIKM: Healthcare Information and Knowledge Management
Home healthcare nurse manager
Hospital topics
International journal of health care quality assurance : addressing the issues of management and quality
International journal of health governance
International Journal of Pediatrics and Adolescent Medicine
Journal of healthcare leadership
Journal of healthcare management
Leadership in health services
Managed healthcare executive
Modern healthcare
New directions for student leadership
Nonprofit management & leadership
Physician leadership journal
Research and Development in Medical Education
Social work in health care the journal of health care social work ; a quarterly journal adopted by the Society for Social Work Leadership in Health Care

III. BIBLIOGRAPHIC RESOURCES

Additional Resources

Timely access to current literature is at the heart of an academic program. Bibliographic resources provide access to this literature. Indexes and abstracts constitute the primary bibliographic resource, supplemented by specialized subject bibliographies. The UofL Libraries subscribe to many additional databases, reference works, several major indexes and abstracts, and other resources to help researchers and students identify and locate literature that can be useful in various aspects of research and curriculum in Health Leadership including those listed in Table III below. Ekstrom Library is also a Federal Depository Library, thus facilitating access to government data and documents.

TABLE III: Major Abstracts, Databases, and Indexes Covering Literature Relevant to Health Leadership

ABI/INFORM Collection (Global, Research, Trade & Industry)
Academic Search Premier (EBSCO)
ACM Digital Library
ACM Guide to Computer Literature
BrowZine for Health Sciences
Business and Industry
Business Source Premier
Clinical Key
CINAHL with Full Text
Health Library
Institute for Healthcare Improvement Open School Courses
JSTOR
Masterfile Premier
MEDLINE
Ovid
ProQuest Career and Technical Education Database
ProQuest Direct
ProQuest Dissertations and Theses
Small Business Reference Center
Springer Journals
Statista
University of Louisville Electronic Theses & Dissertations
Web of Science
Wiley Online Library

IV. SERVICES

Information Literacy Instruction and Research Assistance

Each library within the UofL Libraries offer instructional programs designed to meet the needs of library users. At Ekstrom Library, the Research Information and Assistance (RAI) Department provides programs to help users become more efficient and make effective use of library services and collections. The UofL Libraries also provide reference assistance to help faculty, staff, and students locate specific information and verify bibliographic citations. In-person reference assistance is available most hours the libraries are open.

However due to the Coronavirus (COVID-19), in-person reference assistance has been suspended until further notice. Many options exist for reference assistance: research chat service, online research appointments with research faculty and staff via telephone, e-mail, and various virtual platforms (e.g. Blackboard, Microsoft Teams, Skype, etc.). We can also create

tutorials, videos, or other content tailored to your class. In addition, LibGuides (Library Guides/Pathfinders) can also be developed to create a tailored webpage of the libraries information resources specific to a class, degree, and/or subject area. Additionally, the RAI website includes a wide variety of basic and advanced tutorials/lessons on our Research DIY and Productive Researcher platforms.

Inter-Library Loan* and Document Delivery*

**Due to the Coronavirus (COVID-19), this service is suspended until further notice.*
Outgoing Interlibrary Loan requests for physical materials will be suspended, but requests for PDFs of articles will be filled as available.**

Books and periodicals not held by the UofL Libraries are identified through online databases and the online union catalog, WorldCat, which includes more than 32 million records describing materials owned by libraries around the world. The Interlibrary Loan (ILL) service provides materials not held by the UofL Libraries. This service is supplemented by the University Libraries participation in KUDZU, a consortium of major university libraries in the southeastern United States. Articles and chapters are transferred to distance learners via email. Books obtained via ILL are mailed to students, faculty, and staff living in the United States. However, books are not sent to international locations.

V. STAFFING

Ekstrom Library has a dedicated Education Librarian and a Distance Education Specialist, who will be the primary contacts for students, faculty, and staff in the proposed program. Ekstrom also has a Government Documents librarian who can help locate and analyze data from various federal agencies, if needed. In addition, roughly a dozen other research librarians and staff personnel can assist with research needs as well.

VI. CONCLUSION

This review indicates that UofL's Ekstrom Library, along with the other libraries that comprise the UofL Libraries currently has and will offer the services and databases which index, abstract, and provide full-text access to a wide range of articles related to Healthcare Leadership. A variety of other relevant data and reports are also available to provide sufficient support for this program. Moreover, we will look for opportunities to strengthen the libraries' book and online book collections as they become available and we will allocate budgets for monographs in the coming years for our continued support of this program.