

# 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](mailto: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](mailto: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.

| <b>General Program Information</b>   |  |
|--|--|
| <b>Date: January 24, 2020</b>  |  |
| <b>Program Name: Human Resource Leadership</b>                                   |  |
| <b>Degree Level:</b>   | Undergraduate:     ___X___<br><u>Graduate</u> (select one of the following):<br>Post-Baccalaureate _____<br>Post-Master's        _____<br>Post-Professional    _____ |
| <b>Number of Credit Hours required:</b>  | 12 credit hours  |
| <b>Accreditation or Licensure Requirements (if applicable):</b>                  | N/A  |
| <b>CIP Code:</b>   |  |
| <b>Department and Department Chair:</b>  | Educational Leadership, Evaluation, & Organizational Development   |
| <b>School/College:</b>   | Education and Human Development  |
| <b>Program Director and Contact (if different); (please also include title):</b> | Dr. Matt Bergman, Program Director, Organizational Leadership and Learning   |
| <b>Y</b>   |  |
| <b>Proposed Implementation Date for Program (semester and year):</b>             | Summer 2021  |
| <b>Anticipated Date for Granting First Degree:</b>                               | AY 2021-2022   |

**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.

|  |
|--|
| <p><b>1. Provide a brief description of the program (copy the abstract provided in the program’s Letter of Intent here).</b><br/>         (250 words or less; program’s purpose/focus, primary areas of study, intended audience, degree level, length of the program, goals/objectives, rationale for program, skills or knowledge that students will acquire, relationship of program to general field).</p>   |
| <p>The purpose of the 12-credit hour certificate program is to prepare individuals working in military, corporate, and other professional settings in human resource leadership. The intended audience for this certificate includes workplace leaders, especially those who have not earned a degree but who seek specialization in human resource leadership to potentially advance their career or provide an entryway into earning a bachelor’s degree at the University of Louisville. The certificate can be completed in 1 year (12 months). The certificate would fill a needed gap for students interested in</p> |

pursuing the Work Ready Kentucky Scholarship (WRKS) Program from the Kentucky Higher Education Assistance Authority to pursue careers in human resource leadership. The proposed certificate complements the existing Bachelor of Science in Organizational Leadership and Learning as it includes requirements for the B.S. It does not propose new courses.

As a result of the certificate program, students will be able to

- Understand and conduct HR activities important in organizations, including job analysis and design, planning, recruitment, selection, performance management, training and development, and compensation.
- Identify, articulate, and analyze significant current and emerging trends and ethical issues in human resources.
- Understand and employ strategies to leadership to affect change, support organizations and their personnel, and address conflict.
- Explain talent management, career development, and coaching through the lens of appropriate theoretical models.
- Identify, understand, and plan talent management and coaching activities in organizations.
- Demonstrate skills in coaching and talent management.

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

The certificate aligns with the institutional mission in the following ways:

### **Teaching diverse undergraduate students in order to develop engaged citizens, leaders and scholars**

The certificate opens the door of secondary education to many students who have yet to obtain a college degree. Additionally, the certificate supports students obtaining a college degree by providing them with an opportunity to expand their preparedness for life after college with a universally applicable certificate. The certificate will allow students from all walks of life to learn and develop themselves to be better leaders for society.

The certificate aligns with the 2019 strategic plan *A Great Place to Learn* component in the following ways:

### **1. Attract and graduate the most talented, diverse student body through meaningful and structured commitment to student success to raise the university's national prominence**

Through its accessibility and ease of completion, the certificate program will attract a multi-talented array of students from around the world and with diverse backgrounds.

### **2. Engage every undergraduate student in required meaningful experiential learning opportunities**

The certificate program creates a high quality and universal skill certificate that students can use as a tool either in their professional development or in collaboration with their academic credential.

**3. Engage students in research that will bolster our prominence among Carnegie-classified Research 1 universities**

The certificate program introduces the University of Louisville to a new set of students, which in turn could lead to new partnerships in research. This could happen either through the students participating in the research directly or with students in the certificate program acting as the connector to new outside research opportunities.

The certificate aligns with the CEHD strategic plan in the following ways:

**1. Priority: Educational Excellence**

The certificate program supports student **success, retention, and progress**. Research continues to show the important role of certificates and stackable certificates in a students' ability to obtain high quality jobs as well as for entering new educational pathways (Lumina, 2017). This certificate also opens an already existing funding avenue. Specifically, students will be able to use the *Kentucky Work Force Ready Scholarships* to pursue this certificate.

**2. Priority: Diversity, Equity, and Social Justice**

This certificate program is designed for adults without a college degree seeking to earn credentials in career training. This population of potential new students includes traditionally underrepresented groups (Lumina, 2015). The certificate is designed to assist individuals in gaining meaningful, wage-earning employment.

**3. Priority: Effective and Responsible Stewardship**

This certificate program is designed to fulfil 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.

The objectives of this certificate program include:

- Understand and conduct HR activities important in organizations, including job analysis and design, planning, recruitment, selection, performance management, training and development, and compensation.
- Identify, articulate, and analyze significant current and emerging trends and ethical issues in human resources.
- Understand and employ strategies to leadership to affect change, support organizations and their personnel, and address conflict.
- Explain talent management, career development, and coaching through the lens of appropriate theoretical models.
- Identify, understand, and plan talent management and coaching activities in organizations.
- Demonstrate skills in coaching and talent management.

With the universal impact of human resources on every industry, the objectives support the university and CEHD mission and strategic priorities.

**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 would mirror the requirements for the B.S. in OLL. For admission, students typically must have prior college experience, a cumulative GPA of 2.5, and five year's workplace experience. Those with a GPA between 2.0-2.4 or without the other requirements may seek conditional admission.

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 Requirements:** Students enrolled in the certificate program will need to earn a "C-" or better for the course to count towards the certificate.

**Completion Requirements:** The undergraduate graduate certificate requires students complete 12 hours of coursework at the university. If a student enrolls having already earned credit equivalency for a course in the certificate curriculum, the student may work with academic advisors and program faculty to identify an appropriate course substitution. In those cases, students will be advised to substitute an alternative course to encourage utility of the certificate and progression through a potential degree such as the existing Bachelor of Science in Organizational Leadership and Learning.

***B. Program Quality and Student Success***

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

As a result of the certificate program, students will be able to

- Understand and conduct HR activities important in organizations, including job analysis and design, planning, recruitment, selection, performance management, training and development, and compensation.
- Identify, articulate, and analyze significant current and emerging trends and ethical issues in human resources.
- Understand and employ strategies to leadership to affect change, support organizations and their personnel, and address conflict.
- Explain talent management, career development, and coaching through the lens of appropriate theoretical models.
- Identify, understand, and plan talent management and coaching activities in organizations. Demonstrate skills in coaching and talent management.

**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.**

The following table outlines the learning outcomes and the assessment protocol for each outcome:

| <b>Learning Outcome</b>   | <b>Assessment Protocol</b>  |
|---|---|
| Understand and conduct HR activities important in organizations, including job analysis and design, planning, recruitment, selection, performance management, training and development, and compensation. | Hallmark Assessment Task (HAT) assignment in each course of the certificate program |
| Identify, articulate, and analyze significant current and emerging trends and ethical issues in human resources.  | HAT assignment in ELFH 578<br>Completed yearly                                      |
| Understand and employ strategies to leadership to affect change, support organizations and their personnel, and address conflict.   | HAT assignment in ELFH 420 and/or 442<br>Completed yearly                           |
| Explain talent management, career development, and coaching through the lens of appropriate theoretical models.   | HAT assignment in ELFH 412 and 490<br>Completed yearly                              |
| Identify, understand, and plan talent management and coaching activities in organizations.  | HAT assignment in ELFH 412 and 311<br>Completed yearly                              |

Every semester data will be collected via the Hallmark Assessment Task (HAT) assignment given in each class. The HAT assignments are designed for the learner to demonstrate their level of competence in the given area of study. Based on review of the HAT assignments, the Program Director, along with the specific faculty (based on area of study) will make modifications to the course as deemed necessary. [See Appendix for Rubrics for HAT Assignments in each course option.](#)

**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.**

|  |
|--|
|  |
|--|

| Learning Outcome  | Assessment Protocol   | Target Outcome  | Frequency of Data Collection |
|---|---|---|------------------------------|
| Understand and conduct HR activities important in organizations, including job analysis and design, planning, recruitment, selection, performance management, training and development, and compensation. | HAT assignment in each course of the certificate program ( <u>12 total credits required for this proposed certificate</u> ) | 85% of students scoring at a “C” level or higher <u>in the HAT assignment</u> | Yearly                       |
| Identify, articulate, and analyze significant current and emerging trends and ethical issues in human resources.  | HAT assignment in ELFH 578  | 85% of students scoring at a “C” level or higher <u>in the HAT assignment</u> | Yearly                       |
| Understand and employ strategies to leadership to affect change, support organizations and their personnel, and address conflict.   | HAT assignment in ELFH 420 and/or 442   | 85% of students scoring at a “C” level or higher <u>in the HAT assignment</u> | Yearly                       |
| Explain talent management, career development, and coaching through the lens of appropriate theoretical models.   | HAT assignment in ELFH 412 and/or 490   | 85% of students scoring at a “C” level or higher <u>in the HAT assignment</u> | Yearly                       |
| Identify, understand, and plan talent management and coaching activities in organizations.  | HAT assignment in ELFH 412 and/or 311   | 85% of students scoring at a “C” level or higher <u>in the HAT assignment</u> | Yearly                       |

See Appendix for Rubrics for HAT Assignments in each course option.

#### 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

This Certificate can be taken fully online, as a mix of in-person and online, or fully in-person. It is up to each student's discretion as to how they complete the course work required in this certificate. It is highly flexible and accessible to a large and diverse audience of learners.

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.

The library resources available to support the program include,

- Access to referred journals specific to human resources (i.e. SHRM, IJHRM, HRDQ, HRDR, etc.)
- Access to scholarly books on human resource topics
- Virtual assistance from librarians for student research

### 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) |
|---------------|-------------------|----------------------------------|
| 2020 – 2021   | 0                 | 5                                |
| 2021 - 2022   | 5                 | 10                               |



|             |    |    |
|-------------|----|----|
| 2022 - 2023 | 10 | 20 |
| 2023 - 2024 | 20 | 25 |
| 2024 - 2025 | 25 | 30 |

**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.

**Student Demand**

Evidence of need: The state has identified five key areas of need for which they will provide Work Ready scholarship for students; this certificate would fall within the Business/IT area. The certificate is designed to serve adults in search of a credential to gain competencies in training and development. The need for credentials among adults in the United States is vast. Lumina (2015) highlighted that among students who needed credentials are military veterans transitioning into the civilian workforce, “dislocated workers” with knowledge, skills, and abilities who seek new careers, and students with nontraditional (e.g. on-the-job) forms of education. The certificate would provide necessary skills and credentials for adults seeking to transition into or build their human resource careers.

**Market Demand:**

KY has identified Business Services/IT is one of the top 5 areas for workforce demand. Currently UofL offers no certificates that meet such demand and this certificate is one of three OLL is proposing to meet this demand. Kentucky’s Work Ready scholarship details: [https://www.kheaa.com/website/kheaa/work\\_ready?main=1](https://www.kheaa.com/website/kheaa/work_ready?main=1)

**Employer Demand:**

This certificate is designed for two specific intentions:

- Working learners are well placed in industry and the certificate will assist in their ability to advance in their current work role.
- Students can continue in B.S in OLL through a stackable certificate option. Students will be able to finish the OLL major in 24 additional credits.

**Academic Demand:**

The need for credentials among adults in the United States is expansive. Lumina (2015) highlighted that among students who need credentials are military veterans transitioning into the civilian workforce, “dislocated workers” with knowledge, skills, and abilities who seek new careers, and students with nontraditional (e.g. on-the-job) forms of education. The certificate would provide necessary skills and credentials for adults seeking to transition into or build their human resource careers. The certificate provides a usable credential in-hand so those who find the need to stop out don’t walk away without any credential.

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

The certificate is designed to serve adults in search of a credential to gain competencies in human resources and training and development. Students will engage in course work that will expand their knowledge, skills, and abilities in human resource fundamentals, coaching and talent management, needs assessment, conflict management, organizational change, leadership, and information ethics.

**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.

This program will serve non-traditional student populations. Being offered both on-line and in-person, this program will serve both local students as well as distance education students.

**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.

**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 program will be supported by program faculty and resources contained within the Bachelor of Science in Organizational Leadership and Learning.

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

The ELEOD Department has aligned the curriculum for Work Ready scholarship and is working with United States Army University to align curricular elements of the class with military instructor requirements.

#### **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).

- 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 | New | Existing | Revised |
|--------------------|--------------------------------------|--|---------|-----|----------|---------|
| LEAD/ELFH<br>411*  | Human Resource Fundamentals          | Overview of roles in the field of resource management in context of the overall field of HRM, the relationship to workplace performance improvement, and roles and competencies required in workforce leadership.                            | 3       |     | X        |         |
| LEAD/ELFH<br>412*  | Coaching & Talent Development        | This course addresses knowledge, skills, and dispositions for workforce leaders in talent management, career development and coaching strategies to maximize performance and goal attainment at individual, group and organizational levels. | 3       |     | X        |         |
| LEAD/ELFH<br>311** | Needs Assessment                     | Needs assessment related to occupationally specific training and/or organizational needs is addressed. Students develop a proposal to conduct a needs assessment and a customized data collection instrument.                                | 3       |     | X        |         |
| LEAD/ELFH<br>420** | Conflict Management in the Workplace | Study and discussion of conflict, its types, sources, and process with special emphasis in conflict in organizations. Introduction to negotiation,   | 3       |     | X        |         |

|                               |                                  |  |           |  |   |  |
|-------------------------------|----------------------------------|--|-----------|--|---|--|
|                               |                                  | mediation and other alternative dispute resolution mechanisms.   |           |  |   |  |
| LEAD/ELFH 442**               | Supporting Organizational Change | Focus on the reasons for and causes of change in organizations, and the professional and personal competencies to support change.  | 3         |  | X |  |
| LEAD/ELFH 490**               | Leadership & Management          | Introduction and application to the management functions of planning, organizing, leading and controlling as they apply to leadership of workplace learning and performance.   | 3         |  | X |  |
| ELFH 578**                    | Workplace & Information Ethics   | Study and application of ethical perspectives at individual group, organizational, and societal levels, as they apply to leadership in workplaces and management of organizational information. Includes examination of social responsibility. | 3         |  | X |  |
| <b>TOTAL CREDITS REQUIRED</b> |                                  | <b>SELECT 4 COURSES FROM OPTIONS ABOVE</b>   | <b>12</b> |  |   |  |

\*Courses required for the certificate

\*\*Student selected optional courses for the certificate. Students will choose two of the four listed courses to complete the required 12 credit hours.

**Faculty Roster Form**  
**Proposed Undergraduate Certificate in Human Resource Leadership**  
**Qualifications of Full-Time and Part-Time Faculty**

Name of Institution: University of Louisville

Name of Primary Department, Academic Program, or Discipline: Educational Leadership, Evaluation, and Organizational Development Department  
 College of Education and Human Development

Academic Term(s) Included: Fall, Spring, and Summer

Date Form Completed: Feb. 25, 2020

| <i>1</i>                  | <i>2</i>  | <i>3</i>  | <i>4</i>  |
|---------------------------|---|---|---|
| NAME (F, P)               | COURSES TAUGHT<br>Including Term, Course<br>Number & Title, Credit<br>Hours | ACADEMIC DEGREES &<br>COURSEWORK<br>Relevant to Courses Taught, Including<br>Institution & Major<br>List specific graduate coursework, if<br>needed | OTHER QUALIFICATIONS &<br>COMMENTS<br>Related to Courses Taught |
| Dr. Erin Mires (F)        | ELFH 411, ELFH 420,<br>ELFH 490   | Ph.D. Organizational Development and<br>Leadership, University of the Rockies   | Instructor in MS HROD   |
| Dr. Randy Whetstone (F)   | ELFH 412, ELFH 311,<br>ELFH 490   | Ed.D. in Leadership, Spalding University  |   |
| Mr. Roger Buskill (F)     | ELFH 311  | M.S. Human Resource Education, University<br>of Louisville  |   |
| Dr. Ann Herd (F)          | ELFH 411, ELFH 412,<br>ELFH 490   | Ph.D. Industrial-Organizational Psychology,<br>University of Tennessee  | PHR, Instructor in MS HROD                                      |
| Dr. Denise Cumberland (F) | ELFH 578  | Ph.D. Educational Leadership &<br>Organizational Development, University of<br>Louisville   | Instructor in MS HROD   |
| Dr. Matt Bergman (F)      | ELFH 311, ELFH 442,<br>ELFH 490   | Ph.D. Educational Leadership &<br>Organizational Development, University of<br>Louisville   | Instructor in MS HROD   |
| Dr. Brad Shuck (F)        | ELFH 311  | Ed.D. Adult Education & Human Resource<br>Development, Florida International<br>University  | Instructor in MS HROD   |

F, P: Full-time or Part-time;



# MATHEW J. BERGMAN

College of Education & Human Development  
334 Education Building  
University of Louisville  
Louisville, KY 40292  
502-852-7753  
matt.bergman@louisville.edu

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## EDUCATION

University of Louisville – Louisville, KY  
Ph.D. Educational Leadership and Organizational Development (2012)  
Concentration: Educational Administration  
Research Focus: Adult Learning, Adult Persistence, and Prior Learning Assessment

Appalachian State University - Boone, NC  
M.A. Higher Education Administration (2006)

Union College - Barbourville, KY  
B.S. Education Certif. K-12, Sports Management, & Physical Education (1999)  
Minors: Business Administration & Health  
Cum Laude

## PROFESSIONAL EXPERIENCE

### **Assistant Professor (Tenure-Track) - July 2014 – Present**

Organizational Leadership and Learning (OLL) Program  
College of Education and Human Development, University of Louisville

- **Program Director** - BS in OLL – July 2015 – July 2017 & August 2019 – Present  
Responsible for planning and administration of (approx. 495 students). Supervise part-time adjunct faculty (10-15) and secure off campus classrooms for evening courses and around the Greater Louisville Metro area.
- **Program Director** –Corporate and Professional Education – August 2017 – July 2019  
Responsible for developing partnerships with external and corporate constituents to advance BS, MS, and Ph.D. program and departmental objectives.

### **Instructor August - 2012 – July 2014**

College of Education and Human Development, University of Louisville

- Member of the Organizational Leadership and Learning faculty

### **Senior Academic Counselor/Instructor 2007 - 2012**

College of Education and Human Development, University of Louisville

- **Master Certified Advisor** - Responsible for academic planning and counseling for over 500 active students in the Organizational Leadership and Learning programs.

### **Senior Admissions Counselor 2006 – 2007**

J.B. Speed School of Engineering, University of Louisville

- **Coordinator** - Out-of-state recruiting – Organized and implemented recruiting strategies for St. Louis, Indianapolis, Cincinnati, Nashville, Evansville areas

### **Graduate Assistant 2006**

Freshman Seminar/Learning Assistance Program, Appalachian State University

### **Admissions Counselor 2004 – 2005**

Office of Enrollment Management, Lees-McRae College

### **Regional Sales Representative 2002 - 2004**

Ferguson Enterprises - Boone, NC

### **Arena Football Kicker 1999 - 2002**

Charleston Swamp Foxes - Charleston, SC & Dayton Skyhawks – Dayton, OH

- Professional Place Kicker in the Arena II Football League

## **PUBLICATIONS**

### **Peer Reviewed Journal Articles**

1. Huml, M., Brown, K., & **Bergman, M.** (*In Press*). The uphill battle for resources: Fundraising challenges faced by non-revenue sport programs. *Journal of Intercollegiate Sport*.
2. **Bergman, M.**, McCaskey, S. (2019). An examination of prior learning assessment participation and guidance at four-year universities. *Prior Learning Assessment Inside Out*. 1 (7), 1-10. <https://www.plaio.org/index.php/home/article/view/156>
3. Huml, M., **Bergman, M.**, Hancock, M., & Newell, E. (2019). From the playing field to the classroom: The academic challenges for athletes in higher education. *Journal for the Study of Sports and Athletes in Education*. 13 (2), 97-115. doi.org/10.1080/19357397.2019.1578609
4. Huml, M., Hancock, M., **Bergman, M.**, & Hums, M. (2019). Student-athletes performing community service: Examination of community service motivation and athletic department involvement. *Social Science Quarterly*. 100 (5), 1916-1931. doi: 10.1111/ssqu.12670
5. **Bergman, M.**, Strickler, B., Osam, K. & Ash, D. (2018). Engineering the benefits of learning in the new learning economy. *The Journal of Continuing Higher Education*. 66 (2), 67-76. doi: 10.1080/07377363.2018.1469083
6. Gittings, G., **Bergman, M.**, & Osam, K. (2018). The doctoral quest: An integrative review of variables that impact degree completion. *Journal of Higher Education Management*. 32(2), 28-37.
7. Gittings, G., **Bergman, M.**, Shuck, B., & Rose, K. (2018). The impact of student attributes and program characteristics on doctoral degree completion. *New Horizon's in Adult Education and Human Resource Development*. 30 (3), 3-22. doi.org/10.1002/nha3.20220
8. **Bergman, M.**, & Herd, A. (2017). Proven leadership = college credit: Enhancing employability of transitioning military members through prior learning assessment. *Advances in Developing Human Resources*. 19(1), 78-87. doi.org/10.1177/1523422316682949

9. Osam, K., & **Bergman, M.**, & Cumberland, D. (2017). An Integrative Literature Review on the Barriers Impacting Adult Learners' Return to College. *Adult Learning*, 28(2), 54-60. doi.org/10.1177/1045159516658013
10. Shuck, B., Alagaraja, M., Rose, K., Owen, J., Osam, K., & **Bergman, M.** (2017). The health-related upside of employee engagement: Exploratory evidence and implications for HRD theory and practice. *Performance Improvement Quarterly*, 30(3), 165-178. https://doi.org/10.1002/piq.21246
11. Merritt, B., **Bergman, M.**, & Berry, M. (2017). The impact of pre/post enrollment interventions on college success for first-generation black students. *Journal of Higher Education Management*. 32(1), 227-242.
12. **Bergman, M.** (2016). From stopout to scholar: Pathways to graduation through adult degree completion programs. *International Journal of Information Communication Technologies and Human Development*. 8(4), 1-12.
13. Bowers, A., & **Bergman, M.** (2016). Affordability and the return on investment of college completion: Unique challenges and opportunities for adult learners. *Journal of Continuing Higher Education*. 64(3), 144-151. doi.org/10.1080/07377363.2016.1229102
14. Alagaraja, M., Rose, K., Shuck, B., & **Bergman, M.** (2015). Unpacking organizational alignment: The view from theory and practice. *Journal of Organizational Learning and Leadership*, 13(1), 19-32.
15. Rose, K., Shuck, B., Twyford, D., & **Bergman, M.** (2015). Skunked: An integrative review exploring the consequences of dysfunctional leaders and implications for the employees who work for them. *Human Resource Development Review*, 14(1), 64-90. https://doi.org/10.1177/1534484314552437
16. **Bergman, M.**, Gross, J. P., Berry, M., Shuck, M. B. (2014). If life happened but a degree didn't: Examining factors that impact adult student persistence. *Journal of Continuing Higher Education*. 62 (2), 90-101. doi.org/10.1080/07377363.2014.915445
17. Huml, M., **Bergman, M.**, & Hums, M. (2014). Comeback player of the year: Former student-athletes returning to school as adult students. *Journal for the Study of Sports and Athletics in Education*, 8(3), 148-167. doi: 10.1179/1935739714Z.00000000028
18. Huml, M. R., Hancock, M. G., & **Bergman, M.** (2014). Additional support or extravagant cost? Student-athletes' perspective on athletic academic centers. *Journal of Issues in Intercollegiate Athletics*, 7, 410-430.

#### **Authored Book(s)**

1. **Bergman, M.**, Olson, J. & Associates (2019, October). *Unfinished Business: Compelling Stories of Adult Student Persistence*. Charlotte, NC: Information Age Publishing.
  - Featured at the following conferences: History of Education Society 2019 Annual Meeting, Oct. 31 - Nov. 3; International Leadership Association's 21st Annual Global Conference - Oct. 24-27, 2019; and the 81st Annual ACHE Conference, Oct. 14-16, 2019

- Featured as the Conference Theme for the 2020 Alliance for Adult Higher Education Annual Conference *Unfinished Business: Compelling Stories of Adult Student Persistence* March 5-6, 2020

### Editor-Reviewed Book Chapters

1. **Bergman, M.** (Accepted for 2020 publication). Adult learners in higher education. In T. S. Rocco, M. C. Smith, R. C. Mizzi, L. R. Merriweather, & J. D. Hawley (Eds.) *Handbook of Adult and Continuing Education*. Stylus Publishing: Herndon, VA.
2. **Bergman, M.,** Rose, K., & Alagaraja, M. (2015). Asynchronicity, access, and attainment: Best practices of an adult degree completion program. In F. Nafukho & B. Irby (Eds.) *Handbook of research on innovative technology integration in higher education* (pp. 356-375). IGI Global: Hershey, PA
3. **Bergman, M.,** Rose, K., & Shuck, B. (2014). Adult degree programs: Factors impacting student persistence. In J. Holtz, S. Springer, & C. Boden-McGill (Eds.) *Building sustainable futures for adult learners*. Information Age Publishing: Charlotte: NC.

### Peer Reviewed Articles Under Review

1. **Bergman, M.** (*Under Review*). The impact of prior learning assessment on military and veteran degree attainment and civilian transition. *New Directions for Adult and Continuing Education*.
2. Osam, K., & **Bergman, M.** (*Under Review*). Contemporary issues in faculty and staff engagement research: An integrative review of the literature. *Educational Research Review*.
3. Mires, E., & **Bergman, M.** (*Under Review*). Defining the presence of misrecognition in multilingual organizations: A literature Review. *Human Resource Development International*.
4. Maroon, L., & **Bergman, M.** (*Under Review*) Support for working students: Considerations for higher education institutions. *Journal of Continuing Higher Education*.

### Peer Reviewed Articles In Preparation

1. **Bergman, M.,** Osam, K., & Strickler, B. (in progress) Bridging the talent gap: Building pathways to degrees through college supporting employers. *New Directions in Adult Education and Human Resource Development*.
2. **Bergman, M.** (in progress) Adults Returning to College: Factors impacting persistence. *Adult Education Quarterly*.
3. McCart, A., & **Bergman, M.** (in progress) Organizational culture and developing a healthy workforce. *Performance Improvement Quarterly*.

4. McCart, A., & **Bergman, M.** (in progress) Top-Down leadership, budgets, and organizational goals as determinants of a healthy workforce. *Journal of Leadership & Organizational Studies*.

#### Articles in Non-Peer Reviewed Journals

1. **Bergman, M.** (2019). Advanced placement for adults: Using PLA to complement a relevant, rigorous, and research based adult degree completion program. *The Journal of Continuing Higher Education. PLA Best practices*. doi:10.1080/07377363.2019.1663100
2. Rose, K., & **Bergman, M.** (2016). Reaction to: Leadership misplacement: How can this affect institutions of higher education? *New Horizons in Adult Education and Human Resource Development*, 28(3), 26-29.
3. Shuck, M., **Bergman, M.**, & Rose, K. (2015). Inside the spiral of dysfunction: The personal consequences of working for a dysfunctional leader. *New Horizons in Adult Education and Human Resource Development*, 27(4), 51-58.
4. Ingle, W.K., Tschannen-Moran, M., & **Bergman, M.** (2015). Point/Counterpoint: Leading organizations through challenges and change: Appreciative inquiry (AI) and its alternatives. Strategy change cycle: A strategic planning alternative to AI. *UCEA Review*, 56 (2), 13-17.

#### Articles in Professional/Trade Publications/Popular Media

1. Tanner, B., **Bergman, M.**, & Robinson, T. (2020). Taking initiative to bring adults back. *The Evollution a Destiny Solutions Illumination*. <https://evollution.com/attracting-students/retention/taking-initiative-to-bring-back-adults/?affiliate=cael>
2. **Bergman, M.** (2019). Helping our military and veteran students enhance their employability through greater educational attainment. *Complete College America Military Appreciation Month Blog Post*. <https://completecollege.org/article/helping-military-veteran-students-enhance-employability-greater-educational-attainment/>
3. **Bergman, M.** (2018). The four reasons your campus should be offering prior learning assessment credit. *The Evollution a Destiny Solutions Illumination*. <https://evollution.com/programming/applied-and-experiential-learning/the-four-reasons-your-campus-should-be-offering-prior-learning-assessment-credit/>
4. **Bergman, M.** (2018). From andragogy to heutagogy: Finding ways to better serve working adults. *Graduate! Network's Lightbulb*. <https://mailchi.mp/graduate-network/nearly-1-in-5-female-college-students-are-single-moms-1511621?e=1b311c1759>
5. **Bergman, M.** (2015). Greater learning = Greater earning. *News and Tribune, Floyd and Clark County Newspaper*. New Albany, Indiana.
6. **Bergman, M.** (2015). Believe it or not: A college degree is still worth the time and cost. *Green Banner Publications*. Scott County, IN.
7. **Bergman, M.** (2015). Completing a college degree as a working adult has merit: The *Corydon Democrat Newspaper*. Harrison County, IN.

8. **Bergman, M.** (2015). Greater learning = Greater earning: Accelerating your path to a college degree. *The Salem Leader Newspaper*. Salem, IN.
9. **Bergman, M.** (2015). Education matters: Returning to complete a college degree as a working adult. *Education Matters Southern Indiana*. Community Foundation of Southern Indiana. New Albany, IN.  
<https://educationmatterssouthernindiana.wordpress.com/2015/11/06/education-matters-returning-to-complete-a-college-degree-as-a-working-adult/>
10. **Bergman, M.** (2014). Advancing educational attainment in the community: An initiative of the community foundation of southern Indiana. *Education Matters Southern Indiana*. Community Foundation of Southern Indiana. New Albany, IN. Report credited for securing over \$100,000 in Lumina Foundation funding.
11. **Bergman, M.,** Rose, K., Herd, A., & MacDonald, A. (2013). High tech, high touch: Campus-based strategies for ensuring student success. *Association of Public and Land-Grant Universities (APLU)*. Report Featured in the APLU's annual publication.
12. Rose, K., & **Bergman, M.** (2013). Employer tuition assistance: Investing in your employees pays off. *Louisville Business First*. Louisville, KY.
13. Smith, A., & **Bergman, M.** (2013). Degrees that work for greater Louisville companies and employees. *Louisville Business First*. Louisville, KY.

### International/National/Regional Media Coverage

1. Dill, E. (2020). Coronavirus complicates an already tricky balancing act for adult learners. *The Chronicle of Higher Education*. [https://www.chronicle.com/article/Coronavirus-Complicates-an/248406?cid=wcontentlist\\_hp\\_latest](https://www.chronicle.com/article/Coronavirus-Complicates-an/248406?cid=wcontentlist_hp_latest)
2. Wheeler, M. G. (2020). Some college, no degree: Getting Louisville's adult learners across the finish line. *55,000 Degrees*. <http://www.55000degrees.org/some-college-no-degree-helping-adults-finish-what-they-started/>
3. Blumenstyk, G. (2018). Fresh ideas to help adult learners succeed. *The Chronicle of Higher Education*. <https://tinyurl.com/yazsu95f>
4. Ward, L. (2018). Colleges make it easier for older adults. *The Wall Street Journal*. <https://www.wsj.com/articles/colleges-make-it-easier-for-older-students-1522029900>
5. Blumenstyk, G. (2018). The Adult Student: The population colleges - and the nation - can't afford to ignore. *The Chronicle of Higher Education*. <https://store.chronicle.com/products/the-adult-student-the-populations-colleges-and-the-nation-can-t-afford-to-ignore>
6. Olson, E. (2018). University of Louisville asks adult students for a second chance. Enrollment Growth University, *Helix Education Podcast*. <https://www.helixeducation.com/resources/blog/second-chance-matt-bergman/>
7. Hebert, M. (2018). Congress, the President, separation of power; Adult college students. *University of Louisville Today*. <https://soundcloud.com/uofl/07-02-18-ult-farrier-bergman>

8. Pulliam, B. (2018). Breaking down barriers for nontraditional students. *University of Louisville News*. <http://www.uoflnews.com/post/uofltoday/breaking-down-barriers-for-non-traditional-students/>
9. Linder, K. (2017). Research in action: Early career research with Matt Bergman. *Oregon State University ECampus*. <https://ecampus.oregonstate.edu/research/podcast/e40/>
10. Myers, J. (2017). Don't get skunked: The health risks of a dysfunctional workplace. *Recognition Professionals International*. Retrieved from: <http://recognition.site-ym.com/blogpost/1286329/278150/Don-t-Get-Skunked-The-Health-Risks-of-a-Dysfunctional-Workplace>
11. Hebert, M. (2015). Horrible Bosses. *University of Louisville Today and Metro TV feature*. <https://www.youtube.com/watch?v=8nQPO1rVhN4>
12. Kiesel, L. (2015). Horrible bosses are disturbingly common in the American workplace. *MainStreet*. Retrieved from: <http://www.mainstreet.com/article/horrible-bosses-are-disturbingly-common-in-the-american-workplace>
13. Platt, R., (Producer). (2015). Group of doctors at UofL researching horrible bosses [Television Broadcast]. Louisville, KY: *WHAS 11 News*. <http://www.whas11.com/story/news/education/2015/02/11/horrible-bosses-uofl-research-dysfunction-behaviors/23261011/>
14. McGregor, J. (2015). How dysfunctional is your boss? *Washington Post*. Retrieved from <http://www.washingtonpost.com/blogs/on-leadership/wp/2015/02/04/how-dysfunctional-is-your-boss/> [also cited on European News, <http://www.easybranches.eu/how-dysfunctional-is-your-boss/people>]
15. White, M. (2015, February, 3). If you think your boss is horrible, you're probably right. *Time*. Retrieved from <http://time.com/3692875/if-you-think-your-boss-is-horrible-youre-probably-right/>
16. Finley, M. (2015, February, 9). Have a horrible boss? U of L research shows just how bad that can be. *Business First*. Retrieved from: <http://www.bizjournals.com/louisville/news/2015/02/09/have-a-horrible-boss-u-of-l-research-shows-justhow.html?page=all>

## PRESENTATIONS

### Peer-Reviewed, Competitive Conference Proceedings

1. **Bergman, M.** (2019, December). *Bridging the gap to completion for adults with some college and no degree*. Complete College America (CCA) National Convening, Phoenix, AZ.
2. **Bergman, M.,** Tanner, B., & Robinson, T. (2019, November). *The insider's guide to implementing an effective returning adult initiative*. Council for Adult and Experiential Learning (CAEL) National Conference, Chicago, IL.

3. Abarca, R., **Bergman, M.**, & Brow, L. (2019, November). *How to build relationships with employers to reach adult enrollment goals*. Council for Adult and Experiential Learning (CAEL) National Conference, Chicago, IL.
4. **Bergman, M.**, & DeBlois, M. (2019, November). *Prior Learning Assessment Network Roundtable Discussion*. Council for Adult and Experiential Learning (CAEL) National Conference, Chicago, IL.
5. **Bergman, M.**, & Olson, J.S. (2019, October). *Unfinished business: Compelling stories of adult student persistence*. Association for Adult and Continuing Education (AAACE) National Conference. St. Louis, MO.
6. **Bergman, M.** (2019, March). *Unfinished business: Compelling stories of adult student persistence*. Adult Higher Education Alliance (AHEA) National Conference. Orlando, FL.
7. Losavio, M., Hinton, J., Fritz, K., Lauf, A., Hieb, J., Im, G., Wright, A., Karaoud, A., Reed, J., Elmaghaby, A., Keeling, D., Gainous, J., Sun, J., **Bergman, M.** (2019, April). STEM for public safety in cyber: STEM training for local law enforcement and cyber security. *EDAS, IEEE Integrated STEM Education*.
8. **Bergman, M.** (2018, December). *Four reasons all colleges and universities should be offering prior Learning Assessment*. Complete College America (CCA) National Convening, Chicago, IL.
9. **Bergman, M.** (2018, November). *Student veterans pioneering PLA*. Council for Adult and Experiential Learning (CAEL) National Conference, Cleveland, OH.
10. **Bergman, M.** (2018, October). *Translating experiential learning into college credit*. American Association for Adult and Continuing Education (AAACE) National Conference, Myrtle Beach, SC.
11. **Bergman, M.** (2018, April). *Accelerating the pace and rate of graduation with prior learning assessment*. Association for Continuing Higher Education (ACHE) South Region Conference, Austin, TX.
12. **Bergman, M.** (2017, November). *From pedagogy to andragogy: PLA's push to permeate the culture of higher education*. Council for Adult and Experiential Learning (CAEL) National Conference, San Diego, CA.
13. **Bergman, M.** (2017, October). *The theory and practice of prior learning assessment*. American Association for Adult and Continuing Education (AAACE) National Conference, Memphis, TN.
14. **Bergman, M.** (2017, October). *A new theoretical model for prior learning assessment*. Association for Continuing Higher Education (ACHE) National Conference, Portland, OR.
15. **Bergman, M.** (2017, October). *Bridging the talent gap: Employer support for advanced educational attainment*. Association for Continuing Higher Education National (ACHE) National Conference, Portland, OR.
16. **Bergman, M.**, Osam, K., Strickler, B., & Ash, D. (2017, March). *Engineering the benefits of learning in the new learning economy*. Academy of Human Resource Development (AHRD) International Research Conference in the Americas, San Antonio, TX.



17. Shuck, B., Rose, K., Alagaraja, M., Osam, K., & **Bergman, M.** (2017, March). *The health-related upside of employee engagement: Exploratory evidence and implications for HRD theory and practice.* Academy of Human Resource Development (AHRD) International Research Conference in the Americas, San Antonio, TX.
18. Ghosh, R., Hutchins, H., Rose, K., & **Bergman, M.** (2017, March). *Unpacking the nuances of reciprocity in formal mentoring: Lived experiences of AHRD faculty mentoring partners.* Academy of Human Resource Development (AHRD) International Research Conference in the Americas, San Antonio, TX.
19. **Bergman, M.** & Rose, K. (2016, November). *Advancing corporate and strategic partnerships to impact adult student enrollment.* American Association for Adult and Continuing Education (AAACE) National Conference, Albuquerque, NM.
20. Rose, K., **Bergman, M.**, Osam, K., & Kacirek, K. (2016, November). *Are we good citizens? A conceptual exploration of organizational citizenship behavior for university faculty.* American Association for Adult and Continuing Education (AAACE) National Conference, Albuquerque, NM.
21. **Bergman, M.** (2016, October). *Bridging the gap to graduation with prior learning assessment.* Association for Continuing Higher Education (ACHE) National Conference, New Orleans, LA.
22. **Bergman, M.**, & Osam, K. (2016, April). *To degree or not to degree: Examining barriers that impact adult learners' return to college.* Association for Continuing Higher Education (ACHE) South Region Conference, South Charleston, SC.
23. Shuck, B., Cumberland, D., Ghosh, R., & **Bergman, M.** (2016, February). *Building psychological capital toward employee engagement: Is formal mentoring a useful strategic human resource intervention?* In J. Moats (Ed.), Academy of Human Resource Development (AHRD) International Research Conference in the Americas, Jacksonville, FL.
24. **Bergman, M.** (2015, November) *Using life learning narratives to develop prior learning credit portfolios.* American Association for Adult and Continuing Education (AAACE) National Conference, Oklahoma City, OK.
25. Rose, K., & **Bergman, M.** (2015, November) *Strengthening military learners through innovative academic programs. research based practices.* American Association for Adult and Continuing Education (AAACE) National Conference, Oklahoma City, OK.
26. Barry, J., & **Bergman, M.** (2015, March) *From stopout to scholar: How adult degree programs change lives.* Association for Non-traditional Students in Higher Education (ANTSHE). National Conference, Washington, D.C.
27. Rose, K., **Bergman, M.** & Shuck, M.B. (2015, June) *Development and validation of a dysfunctional leadership scale.* International Conference on Human Resource Development Research and Practice across Europe (UFHRD). Cork, Ireland.
28. Rose, K. & **Bergman M.** (2015, February). *Employee tuition assistance programs for AHRD.* Academy of Human Resource Development (AHRD) International Research Conference in the Americas, St. Louis, MO.

29. **Bergman, M.** & Rose, K. (2014, November) *Advancing educational programs with relevant, rigorous, and research-based practices*. American Association for Adult and Continuing Education (AAACE) National Conference, Charleston, SC.
30. **Bergman, M.,** & Huml, M. (2014, November) *Comeback player of the year: A conceptual model of returning adults that were former student athletes*. American Association for Adult and Continuing Education (AAACE) National Conference, Charleston, SC.
31. **Bergman, M.,** & Casey, M. (2014, June) *PLA Policies and Practices: Examining College Level and Credit Worthy Learning*. University System of Georgia - Adult Learning Consortium Summer Institute, Stone Mountain/Atlanta, GA.
32. **Bergman, M.,** Casey, M., & Duffy, S. (2014, February) *Proven leadership = college credit: Creating an efficient and effective path to graduation through prior learning assessment*. National Veteran's Symposium, Louisville, KY.
33. Twyford, D., Rose, K., & **Bergman, M.** (2014, February). *Skunked: An integrative literature review of dysfunctional leadership behaviors*. Academy of Human Resource Development (AHRD) International Conference in the Americas, Houston, TX.
34. **Bergman, M.** (2013, November) *Addressing the degree completion agenda with relevant, rigorous, and research-based programs*. American Association for Adult and Continuing Education (AAACE) National Conference, Lexington, KY.
35. Rose, K., **Bergman, M.** & Shuck, M.B. (2013, November) *An investigation of employee tuition assistance programs*. American Association for Adult and Continuing Education (AAACE) National Conference, Lexington, KY.
36. **Bergman, M.** & Duffy, S. (2013, April) *Exploring factors that impact adult student persistence*. Poster presentation at Student Success Summit, Louisville, KY.
37. **Bergman, M.** (2012, October) *Recruit, retain, graduate: Increasing adult learner persistence to graduation*. Presented at National Academic Advising Association (NACADA) National Conference, Nashville, TN.
38. **Bergman, M.,** & Williams, M. (2011, November) *The changing face of alumni: The implications for a growing base of adult learners in our universities*. Presented at Council for the Advancement and Support of Education (CASE) Kentucky Conference, Lexington, KY.
39. Pentecost, M., & **Bergman, M.** (2011, October) *Elevating your leadership skills*. Presented at National Academic Advising Association (NACADA) National Conference, Denver, CO.
40. **Bergman, M.** (2011, February). *Alumni Perceptions: Concrete learning outcomes of graduates (panel discussion)*. Celebration of Teaching and Learning, University of Louisville. Louisville, KY.
41. **Bergman, M.,** Anthony, M.D., & Atkinson, J. (2009, September). *Returning to college: Implications for adults and universities*. Southern Association of College Student Affairs (SACSA), Hilton Head, SC.

42. Pentecost, M., **Bergman, M.**, Hampton, B., & Johnson, T., (2008, October). *Coaching employees to reach their highest potential*. National Academic Advising Association (NACADA) National Conference, Chicago, IL.
43. **Bergman, M.** (2008, December). *Re-orientation of adult learners: Strategies for successful assimilation to the new academic experience*. University Wide Advising Conference, Louisville, KY.

### Invited Guest Lectures/Presentations/Keynote Addresses

1. **Bergman, M.** (2020, February). **Keynote Address** – *The case for the adult-friendly institution*. Council on Postsecondary Education Comebacker Convening. Louisville, KY.
2. **Bergman, M.** (2019, January). **Keynote Address** – *Improving services for adult learners*. Graduate! Network in partnership with the University of North Carolina System of Higher Education. UNC Adult Learner Summit, Chapel Hill, NC.
3. Bolton, P., **Bergman, M.**, & Strong, E. (2019, November). *Cross country conversation – Exploring Programs for Adult Learners*. **Webinar** - Graduate! Network, Philadelphia, PA.
4. **Bergman, M.** (2019, October). **Keynote Address** – *Setting the stage to re-engage adult learners*. Complete College America. New England Adult Learner Summit, Portland, MA.
5. **Bergman, M.**, Mala, M., Iboshi, P., & Oyadomari-Chun, T. (2019, September) *Engaging adults toward college completion*. Complete College America National Webinar Series for A Better Deal for Returning Adults.
6. **Bergman, M.** (2019, July). *Military and Veteran Student Support*. Jeffersonville Rotary Club Luncheon. Jeffersonville, IN.
7. **Bergman, M.**, Tanner, B., & Robinson, T. (2019, April). **Keynote Address** – *Creating a better deal for adult learners*. Utah System of Higher Education (USHE) Access & Completion Summit, Provo, UT.
8. **Bergman, M.** (2019, January). **Keynote Address** - *Asking adults to give higher education a second chance*. Lumina Foundation, Delivering on Adult Promise, New Orleans, LA.
9. **Bergman, M.** (2019, February). **Webinar** - *Examining factors that impact adult student persistence*. Prior Learning Assessment Network (PLAN) Spring 2018 Meeting.
10. **Bergman, M.**, Tanner, B., & Robinson, T. (2019, February). *Lessons from seasoned implementers*. Ohio Department of Higher Education, Finish for Your Future Convening. Columbus, OH.
11. Ancel, S., **Bergman, M.**, Robinson, T., & Tanner, B. (2018, December). *ICYMI: Adults need a better deal*. Complete College America (CCA) National Convening. Chicago, IL.
12. Mala, M., **Bergman, M.**, Lane, S., & Peat, S. (2018, December). *New England Institute: Facilitating pathways for comebackers*. Complete College America (CCA) National Convening. Chicago, IL.

13. **Bergman, M.** (2018). *Combining data and storytelling to inform your work and drive comebacker success*. **Keynote Address** - Graduate! Network Advisor Summit. Louisville, KY.
14. **Bergman, M.** (2018). *New England Institute: A better deal for returning adults*. Complete College America (CCA) National Convening. Chicago, IL
15. **Bergman, M.** (2018). *27 is the new 17: Supporting adult learners*. Education Commission of the States (ECS) National Forum on Educational Policy. Washington D.C.
16. **Bergman, M.** (2018). *Digging deeper: Four key strategies for supporting returning adults on campus*. Council on Postsecondary Education (CPE) Student Success Summit. Louisville, KY.
17. **Bergman, M.** (2018). *Cross country conversation – Driving comebacker success*. **Webinar** - Graduate! Network, Philadelphia, PA.
18. **Bergman, M.,** Ancel, S., Strickler, B., & Campbell, S. (2018). *A better deal for returning adults*. Council on Postsecondary Education (CPE) Student Success Summit, Louisville, KY.
19. **Bergman, M.** (2018). *Bridging the gap to graduation with PLA for military and veteran students*. Tennessee Higher Education Commission (THEC) Military and Veteran Student Summit, Franklin, TN.
20. **Bergman, M.** (2018). **Webinar**– *A better deal for adults*. Complete College America (CCA) National Adult Learner Forum. Indianapolis, IN.
21. **Bergman, M.** (2017). **Webinar** – *What the heck is andragogy?* Graduate! Network Cross Country Conversations – Philadelphia, PA.
22. **Bergman, M.** (2016). **Keynote Address** – *Learning from comebackers: Addressing a key demographic in the college completion puzzle*. LearnX Event – Graduate! Network, Philadelphia, PA.
23. **Bergman, M.,** & Priesmeyer, K., (2017). *What the heck is andragogy? How adults learn differently*. Complete College America (CCA) National Convening, New Orleans, LA.
24. Ancel, S., **Bergman, M.,** Tanner, E., Robinson, T., Polk, T. (2017). *Providing returning adults a second chance at the dream*. Complete College America (CCA) National Convening, New Orleans, LA.
25. **Bergman, M.,** Hubbard, C., Bombardieri, M., Paulsen, E., and Campbell, S. (2017). *The evidence base: Emerging research on serving returning adults*. Complete College America (CCA) National Convening, New Orleans, LA.
26. **Bergman, M.,** Gibson, J., & Boyce, G. F. (2017). *State innovations connecting with adult learners*. Education Commission of the States (ECS) Regional Convening, Nashville, TN.
27. **Bergman, M.** (2017). *The implications for dysfunctional leadership*. Presentation given to the Fund-Raising Executives of Southern Indiana (FRESI) Regional Conference, New Albany, IN.

28. **Bergman, M.** (2017). *Prior learning assessment policy and practice for the 21<sup>st</sup> century*. Education Matters Southern Indiana (EMSI), Regional Conference Community Foundation of Southern Indiana, Jeffersonville, IN.
29. **Bergman, M.** (2016). *Adult degree completion and its importance to our workforce*. Presented to the University of Texas – Austin Graduate School Community College Class. Austin, Texas.
30. **Bergman, M.** (2016). *What motivates reconnectors to return to the academic setting*. Graduate! Network, Tennessee Reconnect, Nashville, TN.
31. **Bergman, M.** (2016). *Education matters Southern Indiana: Advancing educational attainment with community leaders and educational ambassadors*. Community Foundation of Southern Indiana (CFSI) Regional Conference, Clarksville, IN.
32. **Bergman, M.** (2015). **Keynote address** - *Addressing the needs of adult learners*. Greater Louisville Inc. & Degrees at Work, Louisville, KY.
33. **Bergman, M.** (2015). *Veteran Roundtable*. U.S. Senators Kelly Ayote (R-NH) and Mitch McConnell (Panelist), Louisville, KY.
34. **Bergman, M.** (2015). *Leadership Southern Indiana (LSI) Breakfast series* – Indiana University Southeast (Panelist), New Albany, IN.
35. **Bergman, M.** (2014). *Community Roundtable for the future of education*. Education Matters Southern Indiana (EMSI) Regional Conference, Scott County, IN.
36. **Bergman, M.** (2014). *Community Roundtable for the future of education*. Education Matters Southern Indiana (EMSI) Regional Conference, Washington County IN.
37. **Bergman, M.** (2014). *Community Roundtable for the future of education*. Education Matters Southern Indiana (EMSI) Regional Conference, Floyd/Clark County, IN.
38. **Bergman, M.** (2014). *Community Roundtable for the future of education*. Education Matters Southern Indiana (EMSI) Regional Conference, Harrison County IN.
39. **Bergman, M.** & Rose, K. (2013). *Innovation in educational attainment for our region*. 55,000 Degrees Board Meeting, Louisville, KY.

## **EXTERNAL FUNDING**

**TOTAL AWARDED FUNDING \$1,776,240**

1. Source: National Science Foundation/NSF 19-546 - **Under Review**  
 Project Title: Computational Skills Across Curriculum  
 PI: Michael Losavio  
 Period: 8/01/19 – 1/31/21  
 Amount: \$348,545  
 Role: Matt Bergman, Ph.D., Co-Principal Investigator (Yr1: 10%, Yr2: 20%)
2. Source: Council on Adult and Experiential Learning (CAEL)  
 Project Title: Prior Learning Assessment Impact Study  
 PI: Matt Bergman, Ph.D.  
 Period: 8/01/19 – 11/01/19  
 Amount: \$2,500

Role: Matt Bergman, Ph.D., Principal Investigator.

3. Source: National Science Foundation/NSF 18-571– **Not Funded**  
Project Title: Manufacturing for the Future (M4F)  
PI: Edward Tackett  
Period: 7/01/19 – 7/01/24  
Amount: \$7,445,014  
Role: Matt Bergman, Ph.D., Senior Investigator.
  
4. Source: Complete College America  
Project Title: A Better Deal for Returning Adults – Game Changer Grant  
PI: Matt Bergman, Ph.D.  
Period: 01/01/18 – 8/13/18  
Amount: \$20,000  
Role: Matt Bergman, Ph.D., Principal Investigator/Database Construction.
  
5. Source: National Science Foundation/NSF 18-571– **Not Funded**  
Project Title: ADEPT - The National Center for Additive Production Technologies  
PI: Edward Tackett  
Period: 7/01/18 – 7/01/23  
Amount: \$4,841,325  
Role: Matt Bergman, Ph.D., Senior Investigator.
  
6. Source: Graduate! Network  
Project Title: Bridging the Talent Gap: Tennessee- Graduate! Network  
PI: Matt Bergman, Ph.D.  
Period: 01/01/16 – 12/31/16  
Amount: \$13,000  
Role: Matt Bergman, Ph.D., Principal Investigator - Rose, K. (Co- Principal Investigator), & Shuck, B. (Co- Principal Investigator).
  
7. Source: Jim Beam Brands Co. Claremont & Frankfort, KY  
Project Title: Beam Suntory Fellowship  
PI: Matt Bergman, Ph.D.  
Period: 01/01/18 – 12/31/19  
Amount: \$180,000  
Role: Matt Bergman, Ph.D., Principal Investigator – Contract Contact  
Description: Funds support a contract-based fellowship/internship program to advance the learning and development unit in Claremont & Frankfort Distillery Locations.
  
8. Source: Pilot project, Funded by the U.S. Department of Defense (via U.S. Army)  
Project Title: Cadre and Faculty Development Course 2016  
PI: Jeffrey Sun, Ph.D.  
Period: 01/01/16 – 12/31/17  
Amount: \$848,000  
Role: Matt Bergman, Ph.D., Co-Investigator
  
9. Source: Graduate! Network  
Project Title: Talent Alignment Survey Study  
PI: Matt Bergman, Ph.D.  
Period: 01/01/16 – 12/31/16

- Amount: \$25,000  
Role: Matt Bergman, Ph.D., Principal Investigator
10. Source: U.S. Department of the Army, Training and Doctrine Command  
Project Title: Cadre and Faculty Development Course -Proof of Principal  
PI: Jeffrey Sun, Ph.D. & Gaetane Jean Marie, Ph.D.  
Period: 01/01/15 – 7/01/16  
Amount: \$483,000  
Role: Matt Bergman, Ph.D., Co-Investigator
11. Source: General Electric Appliance Park  
Project Title: Advancing Learner Development at General Electric  
PI: Matt Bergman, Ph.D.  
Period: 05/01/13 – 8/31/16  
Amount: \$185,040  
Role: Matt Bergman, Ph.D., Principal Investigator – Contract Contact  
Description: Funds support a contract-based internship program to advance the learning and development unit in Louisville, KY.
12. Source: Community Foundation of Southern Indiana  
Project Title: Education Matters Southern Indiana  
PI: Matt Bergman, Ph.D.  
Period: 05/01/14 – 8/31/14  
Amount: \$3,400  
Role: Matt Bergman, Ph.D., Principal Investigator
13. Source: Council on Adult and Experiential Learning  
Project Title: Fueling the Race to Postsecondary Success  
PI: Matt Bergman, Ph.D.  
Period: 06/15/11  
Amount: \$3,800  
Role: Matt Bergman, Ph.D., Principal Investigator, Pat Leitsch, Ph.D. Co-PI

## **UNIVERSITY TEACHING EXPERIENCE**

### Course Name

### Delivery Modality

|   |                                       |
|---|---------------------------------------|
| ELFH 661: Adult and Organizational Learning (UofL)      | Synchronous online                    |
| ELFH 663: Methods of Facilitation (UofL)                | Synchronous online                    |
| ELFH 300: Prior Learning Assessment (UofL)              | Asynchronous online, Seated, Hybrid   |
| ELFH 311: Organizational Needs Assessment (UofL)        | Asynchronous online & Seated/In-Class |
| ELFH 341: Managing Projects in the Workplace (UofL)     | Asynchronous online & Seated/In-Class |
| ELFH 442: Supporting Organizational Change (UofL)       | Asynchronous online & Seated/In-Class |
| ELFH 490: Leadership and Management (UofL)              | Asynchronous online & Seated/In-Class |
| ELFH 682: Organization and Administration in Higher Ed. | Seated/In-Class                       |
| ENGR 100: Introduction to Engineering – (UofL)          | Seated/In-Class                       |
| SEM 290: Freshmen Seminar – (Appalachian State Univ.)   | Seated/In-Class                       |

**Doctoral Advising**

|                   |                                |                           |
|-------------------|--------------------------------|---------------------------|
| Kobena Osam       | University of Louisville       | Committee Member          |
| Matthew Huml      | University of Louisville       | Committee Member          |
| Wanda Taylor      | University of Louisville       | Committee Member          |
| Teresa Crum       | University of Louisville       | Committee Member          |
| Todd Brimm        | University of Louisville       | Committee Member          |
| Jonathan Hughes   | University of Louisville       | Committee Member          |
| Jannette Passmore | University of Nebraska-Lincoln | External Committee Member |
| Thomas K. Stoudt  | University of Wyoming          | External Committee Member |
| Scott Self        | Eastern Kentucky University    | External Committee Member |

**AWARDS & ACCOMPLISHMENTS**

- Association for Continuing Higher Education – (ACHE) Distinguished Program of the Year – For Credit – 2019
- American Association for Adult and Continuing Education (AAACE) Council on Professor of Adult Education (CPAE) Curriculum Innovation Award – 2019
- Educators’ Hall of Fame Inductee – Union College – 2018
- University of Louisville Faculty Favorite - Delphi Center for Teaching and Learning 2010-2019– every year teaching at UofL
- Association for Continuing Higher Education (ACHE) South – Outstanding Faculty Award – 2018
- Complete College America Fellow – 2018 - <https://completecollege.org/cca-fellows/>
- Association for Continuing Higher Education (ACHE) South Distinguished Program Award - 2016
- Metroversity Outstanding Faculty Member for Adult Student Learners – 2015
- Gheen’s Foundation/55,000 Degrees - Innovation for Educational Attainment - National Competition \$10,000 Award - 2013
- AAACE - Malcolm Knowles Award for Top National Program in Adult Learner Support & Advocacy - 2013
- Top 20 under 40 Business Professionals - Southern Indiana Business Source Magazine- 2013
- APLU MVP Opportunity Award finalist - 2013
- NACADA - Outstanding Advising Certificate of Merit - 2012



- Provost's Award for Exemplary Advising - 2011 (Professional Advisor of the Year)
- Provost's Award for Exemplary Advising - Nominee - 2010
- ESGR Patriot Award - Support of Military and Veteran Students - 2009
- Metroversity Outstanding Staff Member for Adult Student Learners Award - 2009
- Selected to Coordinate Welcome Weekend Open House for J.B. Speed School of Engineering - 2007
- Pillar Award – City of New Albany Historic Restoration of the year - 2008
- LeaderShape Institute – Cluster Facilitator - University of Louisville Inaugural Year - 2007
- Strategic Planning Task Force at Lees-McRae College - 2005
- Educational Scholarship Award - AmeriCorps Avery County Habitat for Humanity - 2004

## **PROFESSIONAL MEMBERSHIP & SERVICE**

### **National Service**

- Learning Recognition Collaborative– National Institute for Learning Outcomes Assessment (NILOA) Pilot Institution Program – 2019- Present
- Prior Learning Assessment Network – Advisory Board 2018 - Present
- Bridging the Talent Gap – Graduate! Network – Advisory Board 2016-Present
- 55,000 Degrees Adult Completion Network – 2016-2018
- Council on Adult and Experiential Learning (CAEL) 2016-Present
- Association for Continuing Higher Education (ACHE) 2015-Present
- Academy of Human Resource Development (AHRD) 2014-Present
- American Association for Adult and Continuing Education (AAACE) 2013-Present
- International Leadership Association 2013-2016

### **University of Louisville**

- Comeback Cards – Advisory Board – 2018-2019
- Program Director – Organizational Leadership and Learning (OLL) – 2019
- Program Director for Corporate and Professional Education – OLL – 2017-2019
- Standards and Admissions Committee CEHD - Chair - 2016-Present
- ThinkIR – UofL's Institutional Research Repository – Advisory Board – 2019
- APLU Center for Public University Transformation Committee - 2018
- OLL PLA Review Committee – 2012-Present

- OLL Special Admissions Committee – 2013-Present
- Delphi U (Online Teaching Institute) 2013
- Online Learning Strategic Planning Committee 2012
- Celebration of Teaching and Learning - Executive Planning Committee 2011
- Veterans & Military Student Task Force 2010-Present
- University Wide Advisory Council 2010-2012
- Kentucky Adult Learner Initiative 2008-2011
- NACADA – National Academic Advising Association 2008-2012
- KACADA – Kentucky Academic Advising Association 2008-2012
- Honors Council 2006-2008
- KASCAC – Kentucky Association for College Admission and Counseling 2006-2008
- NACAC – National Association for College Admission and Counseling 2006-2008
- Orientation Advisory Committee 2006-2009
- Chair of Speed School Scholarship Committee 2006-2009
- LeaderShape Advisory Board 2007-2008

### **Appalachian State University**

- New Directions Planning Committee 2006
- Learning Communities Institute 2006
- Freshman Seminar Scholarship Committee 2005-2006
- General Education Task Force Sub-Committee 2005-2006
- Peer Leader Selection Committee 2005
- Higher Education Forum Planning Committee 2005
- Durham and Brantz Award Committees 2006

### **Community Service – Louisville/New Albany**

- Urban Enterprise Association Board Member – New Albany, IN
- New Albany, IN Redevelopment Commission
- Union College Alumni Board
- SOUL Welcome Weekend Community Service
- Martin Luther King Jr. Day of Service
- Welcome Weekend Volunteer – University of Louisville

- Develop New Albany

**Journal/Conference Reviewer**

- Human Resource Development International - Reviewer
- New Horizons for Adult Education and Human Resource Development - Reviewer
- Online Journal for Workforce Education - Reviewer
- International Journal of Information Communication Technologies and Human Development - Reviewer

## 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. <b>Funding Sources, by year of program:</b> | <b>1<sup>st</sup> Year</b> | <b>2<sup>nd</sup> Year</b> | <b>3<sup>rd</sup> Year</b> | <b>4<sup>th</sup> Year</b> | <b>5<sup>th</sup> Year</b> |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| Total Resources Available from Federal Sources |                            |                            |                            |                            |                            |
| ~ New  |                            |                            |                            |                            |                            |
| ~ Existing                                     |                            |                            |                            |                            |                            |
| <b>Narrative Explanation/Justification:</b>    |                            |                            |                            |                            |                            |
| N/A  |                            |                            |                            |                            |                            |

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

| <b>Funding Sources, by year of program (continued)</b> | <b>1<sup>st</sup> Year</b> | <b>2<sup>nd</sup> Year</b> | <b>3<sup>rd</sup> Year</b> | <b>4<sup>th</sup> Year</b> | <b>5<sup>th</sup> Year</b> |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| State Resources  |                            |                            |                            |                            |                            |
| ~ New  |                            |                            |                            |                            |                            |

## Cost/Funding Explanation

|            |  |  |  |  |  |
|------------|--|--|--|--|--|
| ~ Existing |  |  |  |  |  |
|------------|--|--|--|--|--|

**Narrative Explanation/Justification:** [Redacted]

N/A

| Funding Sources, by year of program (continued) | 1 <sup>st</sup> Year | 2 <sup>nd</sup> Year | 3 <sup>rd</sup> Year | 4 <sup>th</sup> Year | 5 <sup>th</sup> Year |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|
| Internal Allocation                             |                      |                      |                      |                      |                      |
| Internal Reallocation                           | \$19,900             | \$19,900             | \$19,900             | \$19,900             | \$19,900             |

**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.*

Existing full-time faculty already teaching the same courses for the MS in Human Resource and Organizational Development Program will be used. (Due to the current budget situation, no faculty salary increases were calculated.)+B40

| Funding Sources, by year of program (continued) | 1 <sup>st</sup> Year | 2 <sup>nd</sup> Year | 3 <sup>rd</sup> Year | 4 <sup>th</sup> Year | 5 <sup>th</sup> Year |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|
| Student Tuition                                 |                      |                      |                      |                      |                      |
| ~ New   | \$10,269             | \$20,538             | \$41,076             | \$51,345             | \$61,614             |
| ~ Existing                                      |                      |                      |                      |                      |                      |

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

## Cost/Funding Explanation

Projections are based on 70% (net of mandatory student fees) of resident per credit hour tuition rate charged to undergraduate students (per the Bursar's website) for the projected headcount enrollment for each of the five years. Revenue for part-time students is based on three credit hours/semester (fall/spring).

2020-2021:  $\$342.30$  (70% of  $\$489.00$  resident ug tuition) x 3 crhr =  $\$1,026.90$  x 5 students =  $\$5,134.50$  x 2 semesters =  $\$10,269$   
 2021-2022:  $\$1,026.90$  x 10 x 2 =  $\$20,538$   
 2022-2023:  $\$1,026.90$  x 20 x 2 =  $\$41,076$   
 2023-2024:  $\$1,026.90$  x 25 x 2 =  $\$51,345$   
 2024-2025:  $\$1,026.90$  x 30 x 2 =  $\$61,614$

While the program will serve both local students as well as distance education students, for purposes of this calculation resident per credit hour tuition rate only was used; therefore, tuition revenue could be higher. *Full-time projections are based on resident tuition revenue. Part-time projections are based on 10% of full-time projections/year. Revenue for part-time is based on three credit hours/semester (fall/spring).*

|           |   | <i>1<sup>st</sup> Year</i> | <i>2<sup>nd</sup> Year</i> | <i>3<sup>rd</sup> Year</i> | <i>4<sup>th</sup> Year</i> | <i>5<sup>th</sup> Year</i> |
|-----------|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <b>A.</b> | <b>TOTAL - Funding Sources</b> (REVENUES) - | \$ 30,169.00               | \$ 40,438.00               | \$ 60,976.00               | \$ 71,245.00               | \$ 81,514.00               |

## Cost/Funding Explanation

| B. Breakdown of Budget Expenses/Requirements | 1 <sup>st</sup> Year | 2 <sup>nd</sup> Year | 3 <sup>rd</sup> Year | 4 <sup>th</sup> Year | 5 <sup>th</sup> Year |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|
| Staff:                                       |                      |                      |                      |                      |                      |
| <u>Executive, Administrative, Managerial</u> |                      |                      |                      |                      |                      |
| New  | N/A                  | N/A                  | N/A                  | N/A                  | N/A                  |
| Existing                                     |                      |                      |                      |                      |                      |
| <u>Other Professional</u>                    |                      |                      |                      |                      |                      |
| New  | N/A                  | N/A                  | N/A                  | N/A                  | N/A                  |
| Existing                                     |                      |                      |                      |                      |                      |
| <u>Faculty</u>                               |                      |                      |                      |                      |                      |
| New  | \$19,900             | 19,900               | \$19,900             | \$19,900             | \$19,900             |
| Existing                                     |                      |                      |                      |                      |                      |
| <u>Graduate Assistants</u>                   |                      |                      |                      |                      |                      |
| New  | N/A                  | N/A                  | N/A                  | N/A                  | N/A                  |
| Existing                                     |                      |                      |                      |                      |                      |
| Student Employees                            |                      |                      |                      |                      |                      |
| New  | N/A                  | N/A                  | N/A                  | N/A                  | N/A                  |
| Existing                                     |                      |                      |                      |                      |                      |

## Cost/Funding Explanation

Narrative Explanation/Justification: *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. There are no new expenses. The amounts listed above reflect the cost to run the classes (10% of the three existing faculty members salary teaching existing classes, per work plans), but faculty members are already teaching sections that have space. Put simply, the proposed certificate program will not affect current, full-time 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.***B36**

|                                       |  |  |  |  |  |
|---------------------------------------|--|--|--|--|--|
| 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: |    |    |    |    |    |
| <b>TOTAL</b>                         |    |    |    |    |    |
| 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.

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

## Cost/Funding Explanation

Funding Sources

| N/A  |                            |                            |                            |                            |                            |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <b>Funding Sources, by year of program (continued)</b> | <i>1<sup>st</sup> Year</i> | <i>2<sup>nd</sup> Year</i> | <i>3<sup>rd</sup> Year</i> | <i>4<sup>th</sup> Year</i> | <i>5<sup>th</sup> Year</i> |
| <b>State Resources</b>                                 |                            |                            |                            |                            |                            |
| ~ New  |                            |                            |                            |                            |                            |
| ~ Existing   |                            |                            |                            |                            |                            |
| <b>Narrative Explanation/Justification:</b>            |                            |                            |                            |                            |                            |
|  |                            |                            |                            |                            |                            |
| <b>Funding Sources, by year of program (continued)</b> | <i>1<sup>st</sup> Year</i> | <i>2<sup>nd</sup> Year</i> | <i>3<sup>rd</sup> Year</i> | <i>4<sup>th</sup> Year</i> | <i>5<sup>th</sup> Year</i> |
| <b>Internal</b>  |                            |                            |                            |                            |                            |
| Internal Allocation                                    |                            |                            |                            |                            |                            |
| Internal Reallocation                                  | \$19,900                   | \$19,900                   | \$19,900                   | \$19,900                   | \$19,900                   |

## 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.*

Existing full-time faculty already teaching the courses for the MS in Human Resource & Organizational Development Program will be used. (Given the current budget situation, no faculty B41 salary increases were calculated.)

| <b>Funding Sources, by year of program (continued)</b> | <i>1<sup>st</sup> Year</i> | <i>2<sup>nd</sup> Year</i> | <i>3<sup>rd</sup> Year</i> | <i>4<sup>th</sup> Year</i> | <i>5<sup>th</sup> Year</i> |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <b>Student Tuition</b>                                 |                            |                            |                            |                            |                            |
| ~ New  | \$10,269                   | \$20,538                   | \$41,076                   | \$51,345                   | \$61,614                   |
| ~ Existing   |                            |                            |                            |                            |                            |

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

## Cost/Funding Explanation

Projections are based on 70% (net of mandatory student fees) of resident per credit hour tuition rate charged to undergraduate students (per the Bursar's website) for the projected headcount enrollment for each of the five years. Revenue for part-time students is based on three credit hours/semester (fall/spring).

2020-2021: \$342.30 (70% of \$489.00 resident ug tuition) x 3 crhr = \$1,026.90 x 5 students = \$5,134.50 x 2 semesters = \$10,269

2021-2022: \$1,026.90 x 10 x 2 = \$20,538

2022-2023: \$1,026.90 x 20 x 2 = \$41,076

2023-2024: \$1,026.90 x 25 x 2 = \$51,345

2024-2025: \$1,026.90 x 30 x 2 = \$61,614

While the program will serve both local students as well as distance education students, for purposes of this calculation resident per credit hour tuition rate only was used; therefore, tuition revenue could be higher. Full-time projections are based on resident tuition revenue. Part-time projections are based on 10% of full-time projections/year.

Revenue for part-time is based on three credit hours/semester (fall/spring).

|           |   |                            |                            |                            |                            |                            |
|-----------|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
|           | <b>Total</b>                              |                            |                            |                            |                            |                            |
|           | ~ New                                     | \$ 10,269.00               | \$ 20,538.00               | \$ 41,076.00               | \$ 51,345.00               | \$ 61,614.00               |
|           | ~ Existing                                | \$ 19,900.00               | \$ 19,900.00               | \$ 19,900.00               | \$ 19,900.00               | \$ 19,900.00               |
|           |   |                            |                            |                            |                            |                            |
| <b>A.</b> | <b>TOTAL - Funding Sources (REVENUES)</b> | <i>1<sup>st</sup> Year</i> | <i>2<sup>nd</sup> Year</i> | <i>3<sup>rd</sup> Year</i> | <i>4<sup>th</sup> Year</i> | <i>5<sup>th</sup> Year</i> |
|           |   | \$ 30,169.00               | \$ 40,438.00               | \$ 60,976.00               | \$ 71,245.00               | \$ 81,514.00               |

|    |                   |   |
|----|-------------------|---|
| \$ | <b>284,342.00</b> | <b>Funding Total over 5 Years (will pre-populate)</b> |
|----|-------------------|---|

## 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 <sup>st</sup> Year | 2 <sup>nd</sup> Year | 3 <sup>rd</sup> Year | 4 <sup>th</sup> Year | 5 <sup>th</sup> Year |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|
| <b>Staff</b>   |                      |                      |                      |                      |                      |
| <i>Executive, Administrative, Managerial</i>   |                      |                      |                      |                      |                      |
| ~ New  |                      |                      |                      |                      |                      |
| ~ Existing   |                      |                      |                      |                      |                      |
| <i>Other Professional</i>  |                      |                      |                      |                      |                      |
| ~ New  |                      |                      |                      |                      |                      |
| ~ Existing   |                      |                      |                      |                      |                      |
| <i>Faculty</i>   |                      |                      |                      |                      |                      |
| ~ New  |                      |                      |                      |                      |                      |
| ~ Existing   | \$19,900             | \$19,900             | \$19,900             | \$19,900             | \$19,900             |
| <i>Graduate Assistants</i>   |                      |                      |                      |                      |                      |
| ~ New  |                      |                      |                      |                      |                      |
| ~ Existing   |                      |                      |                      |                      |                      |
| <i>Student Employees</i>   |                      |                      |                      |                      |                      |
| ~ New  |                      |                      |                      |                      |                      |
| ~ Existing   |                      |                      |                      |                      |                      |
| <b>Narrative Explanation/Justification:</b> <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 run the classes (10% of the three existing faculty members salary teaching existing classes, per work plans), but faculty members are already teaching sections that have space. Put simply, the proposed certificate program will not affect current, full-time 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.*B8+B57

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

# Cost/Funding Explanation

Budget Expenses/Requirements

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



# Cost/Funding Explanation

Budget Expenses/Requirements

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

# Cost/Funding Explanation

Budget Expenses/Requirements

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

# Cost/Funding Explanation

Budget Expenses/Requirements

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

## Cost/Funding Explanation

|  |                            |                            |                            |                            |                            |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <b>Narrative Explanation/Justification:</b>            | [REDACTED]                 |                            |                            |                            |                            |
|  |                            |                            |                            |                            |                            |
| <b>Total</b>   | [REDACTED]                 |                            |                            |                            |                            |
| ~ New  | \$ -                       | \$ -                       | \$ -                       | \$ -                       | \$ -                       |
| ~ Existing   | \$ 19,900.00               | \$ 19,900.00               | \$ 19,900.00               | \$ 19,900.00               | \$ 19,900.00               |
| <b>B. TOTAL - Expenses/Requirements (EXPENDITURES)</b> | <i>1<sup>st</sup> Year</i> | <i>2<sup>nd</sup> Year</i> | <i>3<sup>rd</sup> Year</i> | <i>4<sup>th</sup> Year</i> | <i>5<sup>th</sup> Year</i> |
|  | \$ 19,900.00               | \$ 19,900.00               | \$ 19,900.00               | \$ 19,900.00               | \$ 19,900.00               |

|           |                  |  |  |
|-----------|------------------|--|--|
| <b>\$</b> | <b>99,500.00</b> | <b>Expenses Total over 5 Years (will pre-populate)</b> |  |
|-----------|------------------|--|--|

|                                       |   |                            |                            |                            |                            |                            |
|---------------------------------------|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| A.                                    | TOTAL - Funding Sources (REVENUES)              | <i>1<sup>st</sup> Year</i> | <i>2<sup>nd</sup> Year</i> | <i>3<sup>rd</sup> Year</i> | <i>4<sup>th</sup> Year</i> | <i>5<sup>th</sup> Year</i> |
|                                       |   | \$ 30,169.00               | \$ 40,438.00               | \$ 60,976.00               | \$ 71,245.00               | \$ 81,514.00               |
| B.                                    | TOTAL - Expenses/Requirements<br>(EXPENDITURES) | <i>1<sup>st</sup> Year</i> | <i>2<sup>nd</sup> Year</i> | <i>3<sup>rd</sup> Year</i> | <i>4<sup>th</sup> Year</i> | <i>5<sup>th</sup> Year</i> |
|                                       |   | (19,900.00)                | (19,900.00)                | (19,900.00)                | (19,900.00)                | (19,900.00)                |
| <b>BALANCE -</b><br>(SURPLUS/DEFICIT) |   | \$10,269.00                | \$20,538.00                | \$41,076.00                | \$51,345.00                | \$61,614.00                |

April 14, 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 Human Resource Leadership proposed by Dr. Matt Bergman, Assistant Professor, 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 human resource leadership.

The rationale behind this proposal is to prepare individuals in human resource leadership. This includes workplace leaders, especially those who have not earned a degree but who seek specialization in human resource leadership to potentially advance their career or provide an entryway into earning a bachelor's degree at the University of Louisville.

The goals of the proposed Certificate in Human Resource Leadership are to provide students with the knowledge to:

- Understand and conduct HR activities important in organizations, including job analysis and design, planning, recruitment, selection, performance management, training and development, and compensation.
- Identify, articulate, and analyze significant current and emerging trends and ethical issues in human resources.
- Understand and employ strategies to leadership to affect change, support organizations and their personnel, and address conflict.
- Explain talent management, career development, and coaching through the lens of appropriate theoretical models.
- Identify, understand, and plan talent management and coaching activities in organizations.
- Demonstrate skills in coaching and talent management.

This proposed undergraduate certificate is targeting the population of potential candidates working in military, corporate, and other professional settings.

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  
Matt Bergman  
Katie Niehaus

February 17, 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 Undergraduate Certificate Program in Human Resource Leadership in the College of Education and Human Development. As this certificate is composed entirely of courses currently supported by the Libraries, we do not anticipate needing to add any additional resources in support of it.

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

Sincerely,



Robert E. Fox, Jr.  
Dean, University Libraries

Cc: Margaret Hancock  
Amy Lingo  
Katie Niehaus

## Appendix

**Attached are the Rubrics for all course options in the proposed Human Resource Leadership Certificate**

### **Grading Rubric for ELFH 311: Needs Assessment Summary Report**

|   | <b>Target</b>  | <b>Acceptable</b>   | <b>Needs Improvement</b>  |
|---|--|---|---|
| NA Title Page, Table of Contents, Introduction and Background WLP 1<br>5 pt | Accurately and precisely presents title page and table of contents.<br>Clearly introduces the purpose and background of the needs assessment, nature of the organization, and factors indicating a gap.                          | Somewhat accurately and precisely presents title page and table of contents.<br>Student demonstrates some clarity when introducing the purpose and background of the needs assessment, nature of the organization, and factors indicating a knowledge and/or skill gap. | Student does not accurately and precisely presents title page and table of contents.<br>Student does not clearly introduce the purpose and background of the needs assessment, nature of the organization, and factors indicating a knowledge and/or skill gap. |
| Purpose of the Needs Assessment WLP 1<br>KYUL I2A 1<br>5 pt                 | With sufficient depth, the student presents the purpose of the needs assessment, including the data to be collected and importance of the need.  | The student presents somewhat sufficient depth in the purpose of the needs assessment, including the data to be collected and importance of the need.   | The student lacks sufficient depth in the purpose of the needs assessment including, the data to be collected and importance of the need.   |
| Methods WLP 1<br>KYUL I2A 1<br>10 pt  | The student accurately presents relevant description of subjects, instrumentation, source of instrument, design and content of instrument, process for pilot test and evaluation of instrument, and data collections procedures. | The student somewhat accurately presents relevant description of subjects, instrumentation, source of instrument, design and content of instrument, process for pilot test and evaluation of instrument, and data collections procedures.                               | The student does not accurately present a relevant description of subjects, instrumentation, source of instrument, design and content of instrument, process for pilot test and evaluation of instrument, and data collections procedures.                      |
| Data Collection Instrument  | Clearly and concisely demonstrates a best-practice   | Somewhat clearly and concisely demonstrates a   | Does not clearly and concisely demonstrate a  |



|                                   |  |   |   |
|-----------------------------------|--|---|---|
| WLP 1<br>10 pt                    | data collection instrument design principles and techniques.   | best-practice data collection instrument design principles and techniques.  | best-practice data collection instrument design principles and techniques.  |
| Process<br>5 pt                   | Writing & thinking are clear, accurate and detail oriented. No or few mistakes of grammar, punctuation, word usage, and sentence structure. Applies APA in headings, citations and references. Interpersonal, oral communication, technology skills are applied. | Writing & thinking are somewhat clear, accurate and detail oriented. Few mistakes of grammar, punctuation, word usage, and sentence structure. Applies APA in headings, citations and references. Interpersonal, oral communication, technology skills are applied. | Writing & thinking are not clear, accurate and detail oriented. Many mistakes of grammar, punctuation, word usage, and sentence structure. Applies APA in headings, citations and references. Interpersonal, oral communication, technology skills are applied. |
| References/<br>Appendices<br>5 pt | The student includes relevant appendices and accurate and precise references following APA 6 <sup>th</sup> Ed. Format.   | The student somewhat includes relevant appendices and accurate and precise references following APA 6 <sup>th</sup> Ed. Format.   | The student does not include relevant appendices and accurate and precise references following APA 6 <sup>th</sup> Ed. format.  |

**Grading Rubric for ELFH 412: Coaching Project Report Assignment (40% of Total Course Grade)**

|  | <b>Exceeds Standards<br/>“A” Grade Range</b>   | <b>Meets Standards<br/>“B” Grade Range</b>   | <b>Needs Improvement<br/>“C” or Below</b>  |
|--|--|--|--|
| <b>Introduction and Establishing the Coaching Relationship Stage</b><br>ASTD 13, 14<br><br>10% | 9.3 – 10%<br>The introduction contains a clear, precise, and detailed description of the purpose of the report, an overview of how the report is organized, and the specific dates and times during which coaching was conducted. The description of the establishing the coaching relationship stage of the coaching process is clear, and shows understanding of the purpose of this stage. The initial intake and rapport-building process is described with depth and understanding. | 8.5 – 9.2%<br>The Introduction does contain a clear description of the purpose of the report; however some elements of the introduction and description of the initial intake process are lacking. | ≤ 8.4%<br>All of the required elements in the introduction are not included, and/or lack sufficient relevance to the specific coaching engagement being reported on. |

|   |   |   |  |
|---|---|---|--|
| <p><b>Assessing Coaching Needs Stage</b><br/>20%<br/>ASTD 13, 14<br/>I2a 6, 7</p> | <p>18.6 – 20%</p> <p>Identifies and evaluates both the assessments used during the coaching process well as the facilitation of feedback regarding these assessments.</p> <p>Exhibits depth and understanding of the assessment, measurement, and feedback processes used during the coaching sessions, as well as the coachee/client’s reactions to the assessments in relation to subsequent goal setting and motivation for behavior change.</p> | <p>17- 18.4%</p> <p>Assessments and needs assessment facilitation and feedback processes are described, but some elements are lacking in depth and/or specific illustrative examples.</p> | <p>≤ 16.8%</p> <p>Lacks identification and evaluation of relevant components of the needs assessment process, and/or identifies and evaluates irrelevant components of the needs assessment process. Uses superficial evidence and information in presenting the analysis of this stage.</p> |
| <p><b>Setting Goals Stage</b><br/>10%<br/>ASTD 13,14<br/>I2a 6</p>                | <p>9.3 – 10%</p> <p>Describes and diagnoses the goal setting stage of the coaching process. Vision, longer-term, and shorter-term goals are identified, and the coaching facilitation process used to help the coachee/client identify these goals is also described in depth and with insights using course concepts and theories. The clients’ reasons and processes used to set goals are discussed.</p>   | <p>8.5 – 9.2%</p> <p>The setting goals stage is described in the context of the coachee/ client’s needs identified during the needs assessment phase.</p>                                 | <p>≤ 8.4%</p> <p>The description and analysis of the setting goals stage is lacking in depth or does not provide a description and analysis of all elements of this coaching stage.</p>  |
| <p><b>Progressing Toward Goals Stage</b><br/>20%<br/>ASTD 14</p>                  | <p>18.6 – 20%</p> <p>Describes and diagnoses the progressing toward goals stage of the coaching process in the context of the coachee/client’s needs and goals, including insights and analysis of the coaching facilitation process using course concepts and theories such as motivational interviewing techniques and transtheoretical model.</p>  | <p>17- 18.4%</p> <p>The progressing toward goals stage of the coaching process is described in the context of the coachee’s needs and goals.</p>  | <p>≤ 16.8%</p> <p>The description and analysis of the progressing toward goals stage is lacking in depth and/or does not provide a description and analysis of all elements of this coaching stage.</p>  |

**Concluding the Coaching Engagement Stage**  
10%  
ASTD 14  
I2a 6, 7

|   |   |   |
|---|---|---|
| 9.3 – 10%   | 8.5 – 9.2%  | ≤ 8.4%  |
| Describes and diagnoses the concluding the coaching engagement stage of the coaching process in the context of the coachee’s needs, goals and progress, including insights and analysis of the coaching facilitation process using course concepts and theories. Provides a summary and analysis of the coachee’s reported evaluation of their coaching experience and plans for continued growth and work on their development plan. | The concluding the coaching engagement stage of the coaching process is described in the context of the coachee’s needs, goals, and progress. | The description and analysis of the concluding the coaching engagement stage is lacking in depth and/or does not provide a description and analysis of all elements of this coaching stage. |

**Conclusion and Insights**  
20%  
ASTD 13, 14  
I2a 6, 7

|   |   |  |
|---|---|--|
| 18.6 – 20%  | 17- 18.4%   | ≤ 16.8%  |
| A rich, detailed description of the breadth and depth of what was learned (including limitations and opportunities for improvement) from the project and how coaching theories and concepts might be applied meaningfully in the future is presented. Uses course concepts and theories to analyze and diagnose the coaching experience. Lessons learned, and the project’s role in developing coaching skills, are clearly and thoroughly articulated. Specific goals and action steps for continued skill development are clearly and thoughtfully presented. | A description and analysis of what was learned during the coaching project, and how this learning might be applied in future coaching endeavors and coaching skill development, is presented. | Little to no description of what was learned and how it might be applied is presented.<br><br>Course concepts and theories are not applied to the concluding analysis.<br><br>An unclear, illogical, and/or superficial approach is presented to the analysis of lessons learned from the project. |

**Writing Clarity and Organization**  
10%

|   |   |  |
|---|---|--|
| 9.3 – 10%   | 8.5 – 9.2%  | ≤ 8.4%   |
| Writing is clear and well-organized, with no errors in APA format, grammar, spelling, or organization. Headings and subheadings are used to organize the report. Paper is turned in to SafeAssign. All writing not the student’s own is cited correctly. Paper is also submitted to LiveText. | Paper is well-written and well-organized, but contains several writing, organization, and/or formatting errors. | There are many writing, organization and/or formatting issues. Writing not the student’s own is cited incorrectly or not at all. |

**Grading Rubric for ELFH 420: Work on Negotiation**

|  | Exceeds Standards  | Meets Standards  | Needs Improvement   |
|--|--|--|---|
| <b>Description of Conflict Situation</b><br><br><b>Strategy Planning Elements</b><br><br><b>(20 possible points)</b> | <b>17-20 Points</b><br>Accurately and completely identifies the core issue.<br>Accurately and completely identifies the elements.<br>Accurately and completely describes objective of Negotiation. | <b>9-16 Points</b><br>Identifies the core issue, but may not fully explore depth and breadth.<br>Identifies the elements, but may not fully explore depth and breadth.<br>Identifies the objective, but may not fully explore depth and breadth. | <b>0-8 Points</b><br>Inaccurately and/or incompletely identifies the core issue.<br>Inaccurately and/or incompletely identifies the elements.<br>Inaccurately and/or incompletely identifies the objective. |
| <b>Negotiation Process</b><br><br><b>(15 possible points)</b>  | <b>12-15 Points</b><br>Identifies and evaluates the process in a relevant and significant way.<br>Uses exceptional clarity and information on the negotiation outcome.                             | <b>7-12 Points</b><br>Moderately identifies and evaluates the process.<br>Uses some clarity and information on the negotiation outcome.  | <b>0-6 Points</b><br>Identifies and evaluates the process in an irrelevant way.<br>Uses no clarity and lacks information about the negotiation outcome.   |
| <b>Final reflection on the Negotiation</b><br><br><b>(15 possible points)</b>  | <b>12-15 Points</b><br>Presents a defensible, thoughtful, and logical approach to understanding the negotiation.   | <b>7-12 Points</b><br>Presents a mostly defensible, thoughtful, and logical approach to understanding the negotiation.   | <b>0-6 Points</b><br>Presents an unclear, illogical, inconsistent, and/or superficial approach to understanding the negotiation.  |

**Grading Rubric for ELFH 442: CHANGE RESEARCH AND APPLICATION REPORT (30% of Total Course Grade)**

|                   |                 |                   |
|-------------------|-----------------|-------------------|
| Exceeds Standards | Meets Standards | Needs Improvement |
|-------------------|-----------------|-------------------|

|   | <b>“A” Grade Range</b>   | <b>“B” Grade Range</b>  |   |
|---|--|---|---|
| <p><b>Introduction</b><br/>10%<br/>WL 3, 5, 8, 11, 17<br/>I2A 6, 7</p>  | <p>The introduction provides the purpose of the paper, an overview of what will be covered in the paper, and the title of the article reviewed in the paper.</p>   | <p>The introduction does not provide the title of the article reviewed; however some elements of the introduction are lacking.</p>      | <p>The introduction does <u>not</u> provide the purpose of the paper, an overview of what will be covered in the paper, and the title of the article reviewed in the paper.</p> |
| <p><b>Review of the Article</b><br/>30%<br/>WL 3, 5, 8, 11, 17<br/>I2A 6, 7</p>   | <p>The purpose, method, results, and conclusions of the article are succinctly and clearly reviewed. Concepts from the course are used to expand on this analysis.</p>   | <p>The article is reviewed; however, some elements of the review are lacking.</p>   | <p>The purpose, method, results, and conclusions of the article are not succinctly and clearly reviewed, and/or do not provide evidence of the student’s understanding.</p>     |
| <p><b>Application of Article Concepts to Actual Change Case Example</b><br/>40%<br/>WL 3, 5, 8, 11, 17<br/>I2A 6, 7</p> | <p>An analysis is provided of an actual situation where concepts presented in the article can be illustrated, including a description of the situation, diagnosis of how concepts from the article (and course) apply to this situation, and prescription for how the situation could be improved and lessons learned from the analysis.</p>     | <p>A description, diagnosis, and prescription of a case example are presented, but the analysis lacks sufficient breadth and depth.</p> | <p>Little to no description, diagnosis, and prescription of a case example illustrating concepts from the article is presented.</p>   |
| <p><b>Writing and Presentation</b><br/>20%<br/>WL 3, 5, 8, 11, 17</p>   | <p>The paper is well-written and well-organized, with no errors in APA format, grammar, spelling, or organization. Headings and subheadings are used to organize the paper. All writing not the student’s own is cited correctly. Paper is turned into SafeAssign, and identified citation issues are fixed. Paper is submitted to LiveText.</p> | <p>The paper is well-written and well-organized, with few errors. Word count is within the required limits.</p>                         | <p>There are many writing, organization and formatting issues. Word count is not within the required limits.</p>  |

**Grading Rubric for ELFH 490: INTERVIEW PROJECT (30% of Total Course Grade)**

|                      |                    |                   |
|----------------------|--------------------|-------------------|
| Exceeds Expectations | Meets Expectations | Needs Improvement |
|----------------------|--------------------|-------------------|

|   | "A" Grade Range   | "B" Grade Range   | "C" Grade or Lower  |
|---|---|---|---|
| <p>Introduction, Interview Process, and Interview Questions 10%</p> <p>WP 2, 3, 8, 20</p> | <p>The introduction contains all the required elements. Interview questions are open-ended questions, which provide insights related to leadership concepts and frameworks. The questions show excellent understanding of one or more of the models of study from the textbook.</p> | <p>The introduction contains all the required elements. Interview questions are constructed as mostly open-ended questions, which provide some insights related to leadership concepts and frameworks. The questions show good understanding of one or more of the models of study from the textbook.</p> | <p>The introduction does not contain all the required elements. Interview questions do not provide insights related to leadership concepts and frameworks, and show little understanding of one or more of the models of study from the textbook.</p> |
| <p>Biographical Summary of the Interviewee 20%</p> <p>WP 2, 3, 8, 20</p>                  | <p>Demonstrates excellent understanding of the person's life's experiences and how they have lead to contributions in their field.</p>  | <p>Demonstrates some understanding of the person's life's experiences and how they have lead to contributions in their field.</p>   | <p>Demonstrates little knowledge or understanding of the person's life experiences and how they have led to contributions in their field and organization.</p>  |
| <p>Applied Leadership Concepts 35%</p> <p>WP 2, 3, 8, 20</p>                              | <p>A rich, detailed description of the breadth and depth of the interviewee's leadership characteristics. Shows excellent reasoning comparing the information gained from the interview to those of one or more of the leadership models studied from the textbook.</p>             | <p>A description of the interviewee's leadership characteristics, but lacks the needed breadth and depth. Shows some reasoning comparing the information gained from the interview to those of one or more of the leadership models studied from the textbook.</p>  | <p>Little or no depth of the leadership characteristics. Does little comparison to the models studied from the textbook.</p>  |
| <p>Roundtable Discussion 10%</p> <p>WP 2, 3, 8, 20</p>                                    | <p>Contributes actively and substantively to the roundtable discussion. Provides specific examples, incorporates leadership and management concepts, and makes a minimum of two substantive and value-added contributions to the roundtable discussion.</p>                         | <p>Substantive contributions to the Roundtable discussion are made; however some of the discussion is lacking in depth and/or specific illustrative examples.</p>   | <p>The Roundtable discussion does not contain all the required elements.</p>  |



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|---|--|---|---|
| <p>Concluding Recommendations and Lessons Learned<br/>10%</p> <p>WP 2, 3, 8, 20</p> | <p>Summarizes, discusses and expands upon insights gleaned from the interview presentations and roundtable discussion to:</p> <p>Provide a concluding set of specific recommendations for your CEO and other leaders derived from the presentations, your research and the roundtable discussion.</p> <p>Provide a reflection on the lessons you will take away for your own development as a leader.</p>  | <p>A description of what was learned and how it might be applied is presented, but it lacks sufficient breadth and depth.</p> | <p>Little to no description of what was learned and how it might be applied is presented.</p> |
| <p>Presentation and Writing<br/>15%</p>   | <p>The presentation is well-organized and visually appealing, with short bulleted statements and large font for readability, and voice narration with notes. The notes/script are copied into a Word document and posted in SafeAssign. All writing in both the interview presentation and roundtable discussion is clear and well-organized, with no errors in APA format, grammar, spelling, or organization. Headings and subheadings are used to organize the presentation and notes report. All writing not the student's own is cited correctly.</p> | <p>The presentation and roundtable discussion are well-written and well-organized, with few errors.</p>                       | <p>There are many writing, organization and formatting issues.</p>                            |

Grading Rubric for ELFH 578: Ethical Dilemma Project (Hallmark Assessment)

|  | Exceeds Standards                                | Meets Standards   | Needs Improvement                                       |
|--|--|---|---|
| <p><b>Key Question</b><br/>(5 possible points)</p> | <p><b>5 Points</b><br/><i>Accurately and</i></p> | <p><b>4.5 Points</b><br/>Identifies the core issue,</p> | <p><b>0-4 Points</b><br/><i>Inaccurately and/or</i></p> |

|   |  |  |  |
|---|--|--|--|
|   | <i>completely</i> identifies the core issue.   | but <i>may not fully explore</i> depth and breadth.  | <i>incompletely</i> identifies the core issue.   |
| <b>Possible Options<br/>(30 possible points)</b>                      | <b>28-30 Points</b><br>Identifies and evaluates <i>relevant and significant</i> options.<br><br>Uses <i>exceptional evidence and information</i> in supporting and opposing each option.   | <b>26-27 Points</b><br>Identifies and evaluates <i>moderately relevant</i> options.<br><br>Uses <i>some credible evidence and information</i> to support and oppose each option.   | <b>0-25 Points</b><br>Identifies and evaluates <i>irrelevant</i> options.<br><br>Uses <i>superficial evidence and information</i> to support and oppose the options.               |
| <b>Decision<br/>(15 possible points)</b>                              | <b>14-15 Points</b><br>Presents a <i>defensible, thoughtful, and logical</i> case for the decision.  | <b>13 Points</b><br>Presents a <i>mostly defensible, thoughtful, and logical</i> case for the decision.  | <b>0-12 Points</b><br>Presents an <i>unclear, illogical, inconsistent, and/or superficial</i> case for the decision.   |
| <b>Application of Ethical Perspective(s)<br/>(30 possible points)</b> | <b>28-30 Points</b><br>Identifies and <i>accurately applies</i> ethical theories to the decision making process.<br><br>Identifies and <i>accurately applies</i> concepts regarding personal ethical development to the decision making process. | <b>26-27 Points</b><br>Provides <i>some application</i> of ethical theories to decision making process, but lacks depth and precision.<br><br>Provides <i>some application</i> of personal ethical development concepts to the decision-making process, but lacks depth and precision. | <b>0-25 Points</b><br><i>Misunderstands or ignores</i> ethical perspectives.<br><br><i>Misunderstands or ignores</i> personal ethical development concepts.                        |
| <b>Assumptions<br/>(10 possible points)</b>                           | <b>10 Points</b><br><i>Accurately identifies</i> relevant assumptions (things taken for granted).<br><br>Makes assumptions that are <i>consistent, reasonable, valid</i> .   | <b>9 Points</b><br><i>Identifies some</i> relevant assumptions, but not completely.<br><br>Makes assumptions that are <i>mostly</i> consistent, reasonable, and/or valid.  | <b>0-8 Points</b><br><i>Fails to fully and clearly identify</i> assumptions or explain them.<br><br>Makes assumptions that are <i>inconsistent, unreasonable, and/or invalid</i> . |
| <b>Consequences<br/>(5 possible points)</b>                           | <b>5 Points</b><br>Identifies the <i>most significant implications</i> of the decision.  | <b>4.5 Points</b><br>Identifies <i>less probable</i> implications of the decision or identifies probable implications with a <i>lack of insight and precision</i> .  | <b>0-4 Points</b><br><i>Ignores significant implications</i> and consequences.   |
| <b>Writing and Organization<br/>(5 possible points)</b>               | <b>5 Points</b><br>Paper is <i>exceptionally well written</i> and is organized in a seamless manner.   | <b>4.5 Points</b><br>Report is organized and well-written, but <i>not of exceptional quality</i> .   | <b>0-4 Points</b><br>Report is <i>not organized and/or well-written</i> , as expected in a 500-level course.   |



|  |                                   |  |                             |
|--|-----------------------------------|--|-----------------------------|
|  | Cites any outside resources used. |  | Does not cite others' work. |
|--|-----------------------------------|--|-----------------------------|