

# University of Louisville

## New Academic Program Proposal Template

### Undergraduate, Graduate, and Professional Programs

After approval of the Letter of Intent, programs are to complete the New Academic Program Proposal template. There is a separate template for certificate credentials.

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).

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

- This Completed Proposal Template
- Proposed Program Curriculum
- Course syllabi for any new course offerings
- Faculty Roster Form
- CV for Program Director/Coordinator
- Course Template Form
- Proposal Budget Form
- Letter of Support from the UofL Libraries
- Letter of Support from the unit Dean
- Letter(s) of Support from any units, departments, or internal or external entities that have indicated their support for the 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>Program Name:</b>	Master of Science in Health Professions Education
<b>Degree Level:</b>	Master's level
<b>Date:</b>	4/18/2020
<b>Department and Department Chair:</b>	Department of Educational Leadership, Evaluation, and Organizational Development (ELEOD), Dr. Sharon Kerrick
<b>School/College:</b>	College of Education and Human Development

<b>Program Director and Contact (if different); (please also include title):</b>	Andrew L. McCart, PhD, <b>Clinical Assistant Professor, Program Director, Healthcare Leadership and Health Professions Education</b> 502-852-0568 <a href="mailto:andrew.mccart@louisville.edu">andrew.mccart@louisville.edu</a>
<b>CIP Code:</b>	13.1307
<b>Program Type (collaborative, joint, or single institution):</b>	Single institution
<b>Is this program an advanced practice doctorate:</b>	No
<b>Number of Credit Hours required:</b>	33
<b>Accreditation or Licensure Requirements (if applicable):</b>	N/A
<b>Is an approval letter from the Education Professional Standards Board (EPSB) required for this program? If so, attach a copy to this proposal.</b>	N/A
<b>(Tentative) Institutional Board Approval Date:</b>	July 2020
<b>Proposed Implementation Date (semester and year):</b>	Fall 2021
<b>Anticipated Date for Granting First Degree:</b>	Spring 2023

**A. Centrality to the Institution’s Mission and Consistency with State Goals**

A program will adhere to the role and scope of the institution as set forth in its mission statement and as complemented by the institution’s strategic plan.

**1. Provide a brief description of the program. (copy the abstract provided in the program’s Letter of Intent here).**

(250 words or less; program’s purpose/focus, primary areas of study, intended audience, academic level—undergraduate, graduate, or professional, length of the program, goals/objectives, rationale for program, skills or knowledge that students will acquire, relationship of program to general field). This description will be used for external reporting and should provide a concise programmatic overview.

*CPE Instructions: The succinct program description should be readily understandable to a constituent who is not familiar with the proposed discipline.*

The purpose of this letter of intent is to propose a new 33-credit hour Graduate Degree in Health Professions Education (HPE). The focus of this degree program is to prepare faculty and graduate students of medicine, dentistry, public health, and nursing who plan to teach in their respective fields. Potential candidates for the degree are faculty members, graduate students, and subspecialty fellows in training with the intent of entering academic medicine or dentistry. This degree is ideal for any health professional who is interested in an academic career.

The degree is 33 credit hours. Expected time to complete the degrees is two to three years. Many classes are hybrid, meaning they are conducted in a classroom and online. This new master’s degree

is built on the existing 12-credit hour Health Professions Education certificate program in an effort to help faculty and others obtain a master's degree. Ideally, students of this program would be focusing on teaching and learning in their respective disciplines.

Through the process of earning a Master's in Health Professions Education, students will develop an in-depth knowledge of the following cross-cutting threads that are crucial aspects of the 15-hour core HPE courses:

- Learner Centeredness
- Communication
- Designing effective learning activities
- Developing effective learning outcomes (learning objectives)
- Assessment and evaluation
- Benefits of being a reflective educator
- Educational leadership

Demand for the M.S. HPE degree, as demonstrated by employer demand: According to the Bureau of Labor Statistics, the employer demand, over the next 10 years, for careers as 'Nursing Instructors and Teachers' and 'Health Specialties Instructors' there will be 9,820 and 31,140 openings respectively. Salaries for Nursing Instructors and Teachers will range from \$58,590 to \$83,880 and salaries for 'Health Specialties Instructors' will range from \$64,120 to \$128,960.

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

*CPE Instructions: Describe how the program will address the institution's mission and strategic goals. Highlight which areas of the institutional plan will be furthered through implementation of this program.*

The degree aligns with the institution's mission in the following ways:

**Practicing and applying research, scholarship and creative activity.**

The program supports UofL in fulfilling its mission to become a premier nationally recognized, metropolitan, research university by working to improve the quality of instruction on the Health Sciences Center. It also aims to advance practitioner and patient education, health sciences education research, and enhance inter-and intra-disciplinary studies.

The degree aligns with the strategic plan in the following ways:

**Priority: Educational Excellence.** The Master's Program in Health Professions Education will fill a need for many Health Sciences Campus faculty. Those faculty members who seek promotion based on excellence in teaching can enhance their teaching skills at any of the four HSC campus schools. In addition, most of our subspecialty physician fellows and many science graduate students obtain a master's degree as part of their training. This degree can enhance their job skills as they begin to search for their first faculty appointment, whether at UofL or at another university.

**Priority: Community Engagement.** This degree provides a vehicle to better engage with patients and community support systems. The degree allows health professionals to provide new knowledge effectively to their constituents.

**Priority: Diversity, Equity, and Social Justice.** This Master’s degree in Health Professions Education utilizes effective strategies to engage all learners. One of the courses explicitly targets how to equip all learners that a faculty member will contact. This class aligns with the **CEHD Diversity Statement:** Diversity is a shared vision for our efforts in preparing teachers, administrators, school counselors and other professionals. Students will be encouraged to investigate and gain a perspective of diversity issues (race, ethnicity, language, religion, culture, socioeconomic status (SES), gender, sexual identity, disability, ability, age, national origin, geographic location, etc.) related to their chosen fields. Students will examine their belief system and be encouraged to reexamine and develop more grounded beliefs and practices regarding diversity.

**Priority: Effective and Responsible Stewardship.** This degree utilizes courses and educators of an existing certificate program in Health Professions Education along with established CEHD courses.

**3. Explain how the proposed program addresses the state’s postsecondary education strategic agenda.**

<http://cpe.ky.gov/ourwork/strongerbydegrees.html>

*CPE Instructions: The state’s strategic plan for postsecondary education focuses on the areas of opportunity, success, and impact. Identify which areas and specific policy objectives your program will address.*

Below, each item of the state’s postsecondary education strategic agenda is addressed by explaining how the proposed M.S. in Health Professions Education furthers this agenda:

- Encourage more people to take advantage of postsecondary opportunities: The M.S. in HPE increase cultural competence among faculty, students, staff and other postsecondary professionals by furthering the degrees of School of Medicine faculty and staff. The proposed degree promotes inclusive excellence, by integrating a diverse group of faculty and classes on promoting diversity in higher education through academic priorities, campus leadership, day-to-day operations, decision-making, and organizational culture.
- Increase degree and certificate completion, fill workforce shortages, and guide more graduates to a career path: The College of Education and Human Development has an office of Graduate Student Success to ensure quality student advising by focusing on effective, research-based practices that have been shown to increase retention and graduation. The current Graduate Certificate in HPE was redesigned to improve the delivery of developmental education to offer accelerated eight-week classes to reduce the duration and cost of the Graduate Certificate. These classes will continue in the M.S. in HPE. The classes will also be modified to allow the accelerated eight-week format in 100% online delivery. The M.S. in HPE includes six full-time faculty with PhDs in Higher Education and four part-time faculty with Doctoral and master’s degrees in health professions and education. All faculty have experience in implementing and evaluating high-impact educational practices that accelerate persistence and completion.
- Create economic growth and development and make our state more prosperous: The M.S. in HPE improves the ability of the School of Medicine faculty to share best practices in academic medicine. Obtaining an additional credential fosters career development for faculty and is a key strategy for student success at the U of L School of Medicine. The M.S. in HPE is based on research in Higher Education Administration that ensures graduates have the needed skills and competencies for current and future employment opportunities. Students in

the M.S. in HPE will undergo a practicum that allows them to work with the employer community, foundations, and state agencies to provide "work and learn" opportunities, including experiential or project-based learning, co-ops, internships, externships, and clinical experiences.

**4. Explain how the proposed program furthers the statewide implementation plan.**

<http://cpe.ky.gov/ourwork/strongerbydegrees.html> (click on "Publication"; the implementation plan begins on p. 19 of the document)

Below, each of the elements of the statewide implementation plan are listed, along with the way the M.S. in Health Professions Education furthers the statewide implementation plan.

Adequate Funding: In Academic Year 2019-2020, 41% of the students in the Graduate Certificate in Health Professions Education were not U of L Faculty or Staff and they paid tuition. 59% were U of L Faculty and Staff and they took advantage of their tuition remission. An online version of the M.S. in HPE will allow the University of Louisville to serve students around the Commonwealth, the region, and nation and it is likely that there will be a higher number of students paying tuition. This program will be a 'budget-neutral' program, as far as expenses, in the beginning, because the College of Education and Human Development will not have to hire new faculty or create new classes.

Accountability: The Department of Educational Leadership, Evaluation, and Organizational Development (ELEOD) closely monitors student-learning outcomes in all of our programs. The Office of Academic Affairs and Unit Effectiveness (AAUE) is responsible for gathering and managing data required for accreditation, assessment and accountability.

Outcomes Based Funding: The Graduate Student Success Office at the College of Education and Human Development has a full-time Assistant Dean and staff members dedicated to the goals of increasing retention, completion, degree production and other priority outcomes to accelerate improvement. This office and the Office of Academic Affairs and Unit Effectiveness works with the office of the president, provosts, chief budget officers, and institutional research directors to ensure programs meet the desired outcomes.

Measures of Progress: The University of Louisville is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). As part of the University's SACSCOC reaffirmation, each educational program, administrative unit, and academic support service is required to "identify expected outcomes, assess the extent to which it achieves these outcomes, and provide evidence of improvement based on analysis of the results" (SACSCOC Principle 3.3.1). This evidence is documented in annual outcomes assessment reports. These reports are collected by Institutional Effectiveness (IE) in an effort to document that UofL is engaged in evaluative processes that (1) result in continuing improvement in institutional quality and (2) demonstrate the institution is effectively accomplishing its mission. In an effort to ensure continuous improvement of student achievement, academic units are required to submit Annual Student Learning Outcome (SLO) Reports. IE reviews and provides detailed feedback for each degree program. These final feedback reports are distributed to the chairs/department heads to assist them with further development and assessment of their student learning outcomes for improvement of their degree programs.

Progress Reports: Through the Office of Academic Affairs and Unit Effectiveness, results of the M.S. in HPE will be available through the CPE's web-based performance dashboard and will provide timely access to the data and information needed to understand absolute and relative progress toward key objectives and strategies. The University of Louisville and the College of Education and Human Development will report to the Council annually on their progress, and other performance reports, such as the CPE Program Review Document, will be produced as needed.

Campus Strategic Plans: The theme, Shaping Tomorrow: Ideas to Action, provides the groundwork for the University of Louisville 2015 Conceptual Framework for the Professional Education Unit. It represents the unification and intensification of past College conceptual frameworks and aligns with the University mission, the College vision and mission, and the University's Quality Enhancement Plan developed for the Southern Association of Colleges and Schools (SACS).

The College's faculty and staff are committed to functioning as one college, with the vision of being a top-tier national Metropolitan College in teaching, scholarship, and stewardship. We embrace the University's mission of being a metropolitan research university committed to advancing the intellectual, cultural, and economic development of our diverse communities and citizens.

**5. List the objectives of the proposed program.**

- a. Explain how the objectives deal with the specific institutional and societal needs that this program will address.
- b. Explain how the proposed program relates to the institutional mission and academic strategic plan.

*CPE Instructions: These objectives should deal with the specific institutional and societal needs that this program will address. Societal needs encompass social, economic, environmental, and other needs at the local through global levels. Please note that "program objectives" are not synonymous with "student learning outcomes."*

*Describe how the program will address the institution's mission and strategic goals. Highlight which areas of the institutional plan will be furthered through implementation of this program. The state's strategic plan for postsecondary education focuses on the areas of opportunity, success, and impact. Identify which areas and specific policy objectives your program will address.*

**The M.S. in Health Professions Education provides a foundation to learners in effective teaching and learning in the classroom and clinical environment. The M.S. in HPE has the objectives that address societal needs and the institutional mission and strategic plan:**

**Program objectives that meet societal needs:**

- Articulate the impact of historical moments and movements on specific populations.
- Articulate how stereotypes, prejudice, and misinformation affect individuals within a particular group and the treatment of the group in practice and policy.
- Assess the legitimacy, trustworthiness, and/or validity of studies of various methods and methodological designs (e.g. qualitative vs. quantitative, theoretical perspective, epistemological approach).



**Program objectives that meet institutional mission and strategic plan:**

- Identify the political and educational sensitivity of raw and partially processed data and AER results, handling them with appropriate confidentiality and deference to organizational hierarchies; Use culturally relevant and culturally appropriate terminology and methods to conduct and report AER findings.
- Evaluate the needs and expectations of the adult learner
- Apply, evaluate, and interpret critique philosophical systems present within contemporary educational issues.
- Coursework will be tailored to the interests and current role of the learner and culminate in a scholarly project where learners will demonstrate competence in evidence-based decision-making and Health Professions Education competencies

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

This information will be viewed by an external audience, so please be clear and specific.

*CPE Instructions: Be as detailed as possible and address all three components – admission, retention, and completion.*

**Admissions Requirements:** There are two paths to admission to this degree program;

- 1) for applicants with a terminal degree, a curriculum vitae and all transcripts must be submitted; or
- 2) for applicants without a terminal degree, a curriculum vitae and all transcripts must be submitted, plus a minimum cumulative GPA of 2.5 for all undergraduate and graduate coursework.

All applicants must supply a curriculum vitae, all transcripts, two letters of recommendation from persons familiar with the applicant's academic work, and a personal statement. All applicants for whom English is a second language must also submit official TOEFL scores of 79 or higher on the internet-based test, 213 or higher on the computer-based test, or 550 or higher on the paper-based test for verification of English proficiency. English proficiency can also be met by submitting official IELTS scores of at least 6.5 overall band score from the academic module exam. Students holding a bachelor's or advanced degree from an accredited institution in the United States may be exempt from this requirement.

Most of the students in the certificate program have a master's degree or terminal degree in a medical field and have taken the MCAT, DAT, or GRE for entry into a professional medical field. Approximately 60% of the students in the certificate program are faculty at the health sciences campus and about 40% are masters or doctoral students in the School of Nursing or the School of Public Health and Information Sciences. These important considerations have informed our thinking on the continued desirability of the GRE in our admissions decisions.

Given these considerations, the faculty of the Health Professions Certificate program voted to eliminate the GRE as a requirement for admission to our program. Specifically, the faculty voted 3-0 in favor of eliminating the GRE and moving the minimum undergraduate GPA to 2.5. The

admissions committee reserves the right to place admission conditions on any applicant regardless of GPA. We hope these changes will help us to be more responsive to students while maintaining a high-quality program with impactful graduates. All transcript requirements are waived for current faculty.

**Retention:** Students must maintain a 3.0 GPA (no grade less than a “B”) in HPE specific courses to remain in the program.

**Degree Completion Standards:**

A minimum of 33 hours with an overall grade point average of 3.0, and no more than 2 grades of C.

**7. Clearly state the degree completion requirements for the program.**

This information will be viewed by an external audience, so please be specific.

*CPE Instructions: Include all completion requirements, including any capstone courses, practicum experiences, etc.*

This degree program will be composed of 33 credit hours. Fifteen of the 33 hours are HPE specific courses (known as the core) that are already available within the College of Education and Human Development (CEHD) and taught at the University of Louisville Health Science Campus. There are no new courses proposed for this master’s degree. The other components of the degree include a three credit-hour practicum, nine hours of CEHD specific courses, and six hours of electives. Advising and faculty mentoring for the practicum and plan of study will be overseen by the Faculty Development Program Manager at the Health Sciences Campus.

The HPE Practicum is the culmination of the M.S. in Health Professions Education. During the practicum experience; broad understanding, specialized skills, analytical judgments, and life experiences transform students into competent practitioners. The purpose of practicum education is to provide students with on-going opportunities to learn and apply theoretical knowledge. The student will practice new knowledge and skills while aiding the integration of effective learning in the classroom, clinic, or hospital. Also, the learner will develop as an educational leader for their health care system. See curriculum below for required and elective courses.

**B. Program Quality and Student Success**

**1. Required credit hours. Provide the information below.**

Provide a copy of the proposed program curriculum.

Course #	Course Title	Credit Hrs.
<b>HPE Core (15 hrs.)</b>		<b>15</b>
LEAD 665	Foundations of HPE	3
LEAD675	Teaching & Learning in HPE	3



LEAD 676	Instructional Strategies in HPE	3
LEAD 685	Evidence Based Teaching in HPE	3
LEAD 607	Principles of Educational Leadership	3
<b>Education Core (9 hrs)</b>		<b>9</b>
LEAD666	Program Development & Assessment in Higher Ed	3
LEAD 694	Diversity in Higher Education	3
LEAD 661	Adult & Organizational Learning	3
<b>OR</b>		
LEAD 681	Philosophy of Higher Education	3
<b>HPE Core + Ed Core</b>		<b>24</b>
Electives*	Approved List	6
Practicum*	Professional Project in Higher Education Exit Requirement Practicum	3
<b>Minimum Total Hours Required</b>		<b>33</b>

### Proposed Electives

Course #	Course Title	Credit Hrs.
LEAD 600	Introduction to Research Methods and Statistics	3
LEAD 661	Adult and Organizational Learning (if not taken in Core)	3
LEAD 681	Philosophy of Higher Education (if not taken in the Core)	3
LEAD 678	The American College and University	3
LEAD 668	Academic Advising	3
LEAD 670	Instructional Strategies	3
LEAD 683	College Teaching	3
LEAD 687	Education Policy and Equity	3

**2. Briefly describe any proposed tracks, concentrations, or specializations the program will have.**

List them in the table below and provided the requested information.

There are no separate tracks, concentrations, or specialization in this degree. There is currently a twelve-credit hour certificate in Health Professions Education. As of Spring 2020, there are over twenty students in this certificate. The M.S. in Health Professions Education requires an additional eighteen credits and then the three-credit practicum.

**3. Provide the following information for the program and for each track, concentration, or specialization (some categories may not apply to all programs).**

*CPE Instructions: A guided elective is any elective that is part of a major. A free elective is an elective from any academic area not required for a major or minor.*

Program/Track, Concentration, or Specialization	Total number of hours required for degree	Number of hours in degree program core	Number of hours in track	Number of hours in guided electives	Number of hours in free electives
M.S. in Health Professions Education	33	27 (24 hrs. in core courses + 3 hr. practicum)	n/a	0	6

**4. What are the intended student learning outcomes of the proposed program? Will any of these outcomes differ by track?**

The following outcomes are for all students in the M.S. in HPE program:

Graduates will have the ability to implement concepts, analytical tools, case material, and organizational theories from the public, business, and educational administration sectors.

Graduates will have a solid foundation to the profession of health education through a focus on professional roles and responsibilities, ethics and cultural competence, leadership and collaboration, and the adult learner. Additionally, students will be able to lead environments of teaching and learning in health professions education, instructional strategies, assessment, evidence-based practice and research.

Graduates will know how to implement the principles and theories of teaching and learning within health professions education. Within a health context, this program will cover planning and preparing to teach, student motivation and engagement, and assessing the teaching-learning environment.

Graduates will understand instructional strategies and their effective application in the classroom and clinical settings. Through a hands-on approach to learning, participants will learn to apply effective strategies that stimulate critical thinking and creativity and promote cooperative learning. Students will practice presentation and facilitation skills, teaching at the bedside, appropriate use of instructional technology, and assessment of teaching effectiveness.

Graduates will have the ability to implement, in a clinical model, evidence-based decision-making as it applies to assessment of teaching effectiveness, action research, scholarly research, and program evaluation. Graduates will apply their interests to culminate in a scholarly project where learners will demonstrate competence in evidence-based decision-making and Health Professions Education competencies.

**5. Explain how the curriculum achieves the program-level student learning outcomes by describing the relationship between the overall curriculum or the major curricular components and the program objectives.**

The curriculum should be structured to meet the stated objectives and student learning outcomes of the program.

Complete the table below and provide a brief description here.

*CPE Instructions: You may provide a narrative and/or copy and paste a visual (chart, table, graphic) into the text box to demonstrate the relationships between course-level student learning outcomes and program-level student learning outcomes.*

The assignments, modules, course/program topics, and activities relate to the course objectives in the syllabi for each course in the HPE Core, the Education Core, and the electives.

<b>Program Goal/Objective</b>	<b>Program-level Student Learning Outcome</b>	<b>Outcome addressed in courses or curricular components</b>
<p>Analyze the responsibilities of the teacher and learner in clinical and didactic education</p> <p>Display the ability to work cooperatively with colleagues in the teaching arena</p> <p>Evaluate the needs and expectations of the adult learner</p>	<p>Identify factors that impact individual/organizational learning and performance.</p> <p>Collaborate and partner with stakeholders.</p> <p>Utilize multiple perspectives to enhance innovation.</p> <p>Appreciate and leverage capabilities and insights of all individuals.</p> <p>Utilize different cultural perspectives to maximize learning and performance.</p>	<p>Hallmark Assessment Task (HAT) Personal Teaching Statement Information &amp; Rubric</p> <p>At its root, education is based on people’s values and beliefs about humanity and the world. There is no one right way to teach and no one correct definition of a “well-educated” person. For this reason, you have to articulate your own thoughts on education in order to know what you believe about the world and what your goals are for teaching. In this way, you can be most effective as an educator and as a citizen. The goal of this assignment is to get in writing a working draft of your beliefs about health professions education that can become part of your professional portfolio and guide your practice as you grow as an educator.</p> <p>This Personal Teaching Statement has 2 components:</p> <p>Synthesis of key ideas and educational theories on adult education from the course readings: Think about key ideas or theories that connect or resonate with you and why you think these are the</p>

		<p>most compelling components of health professions education.</p> <p>Your teaching statement: What are your beliefs about adults as learners and what counts as knowledge? Also, define your beliefs about teaching/learning (pedagogical practices) in your setting or educational context as an adult educator.</p> <p>Learners will share a draft of your full paper with a reflection group during week five. This group reflection is not graded but discussing it with your peers will provide valuable feedback as you prepare your final draft.</p>
<p>Identify and apply key educational concepts and theories in a health professions context</p> <p>Identify teaching goals and appropriately apply them to evidence-based interventions</p> <p>Develop context and diversity-sensitive instructional plans that are aligned with competencies and performance objectives</p> <p>Utilize appropriate technologies in the health professions context</p>	<p>Students will design instructional activities with a focus on adult learning and diversity.</p> <p>Identify key attributes of a solution.</p> <p>Utilize evidence-based literature in guiding the development of solutions.</p> <p>Select and design context-sensitive interventions.</p> <p>Utilize appropriate technologies.</p>	<p>Syllabus &amp; Reflection (Hallmark Assessment Task)</p> <p>You will create a comprehensive syllabus for a course you hope to develop and/or to teach in the future. This course should be related to your current teaching assignments and/or expertise in your academic discipline. Please consider this an opportunity to be creative.</p> <p>Syllabi are social constructions and are often understood as agreements between a faculty and a student. The significance of this assignment is for you to think through the issues of how you would develop and construct a new course, write learning objectives, and how you might create a syllabus to maximize and enhance student learning.</p> <p>Syllabus must be prepared for a minimum of 8 weeks of direct instruction and should provide learners with enough information to be successful in your course.</p> <p>In addition to your syllabus, you must submit a reflective narrative with</p>

		<p>your syllabus (the narrative is not to exceed 5-pages), which should provide a rationale for the construction of your syllabus (i.e., why did you construct your syllabus as written and how does your syllabus consider your personal philosophy of teaching?).</p> <p>Describe any issues or challenges you encountered in building your course and syllabus and how you resolved them, as well as what literature was used to create the constriction of your syllabus. I will be particularly interested in learning about how your syllabus aligns with and helps you achieve the significant learning events in your class environment. You should assume you have full control of the course and design of your syllabus.</p>
<p>Recommend instructional methods that focus on each of the learning domains</p> <p>Develop skills for teaching in clinical and didactic education</p> <p>Demonstrate instructional strategies and assessment techniques that support student-centered learning</p>	<p>Students will design instructional activities with a focus on adult learning and diversity.</p> <p>Students will design instruction for large group, small group and clinical teaching environments.</p> <p>Facilitate and manage group dynamics.</p> <p>Utilize partnerships and collaborate.</p> <p>Build trust.</p> <p>Deploy the solution and manage change.</p> <p>Provide constructive feedback.</p>	<p>Lesson Plan and Reflection (Hallmark Assessment Task)</p> <p>Students will develop one complete lesson plan by revising a lesson for a course they currently teach, create a lesson plan for a class they hope to teach in the future, or a topic within their areas of occupational specialization (template will be provided in class, or students are welcome to use their own).</p> <p>Students who have taken previous courses in the CHPE can use inspiration from a past class (i.e., ELFH 675); those who have not taken courses in the CHPE will be able to draw from their professional experiences.</p> <p>The lesson plan should incorporate the research-based instructional strategies/method of instruction reviewed in this course and be grounded in defined areas of cognitive science. The lesson plan should be usable, and relevant to your</p>

		<p>work as a professional in the area of health professions education.</p> <p>Students will need to submit their topic in writing to the instructor for approval no later than the third week of the semester.</p>
<p>To guide students in the design and implementation of a program in higher education based organizational and situational analyses and measure performance through student learning assessment and program evaluation data.</p> <p>Students will learn how to develop a comprehensive approach to programming. The program design cycle includes conducting a situational analysis, diagnosing organizational alignment and capacity, identifying the problem and focus of the project, reviewing relevant literature and resources, articulating the learning goals and objectives, aligning details to professional standards, proposing a pilot project (if applicable), designing the framework and program design, constructing a resource request and analysis, assessing student learning, monitoring and evaluating the plan and performance, and recommending improvements.</p> <p>Exhibits a disposition to inform practice through inquiry and reflection.</p>	<p>Differentiate among assessment, program review, evaluation, planning, and research as well as the methods appropriate to each purpose.</p> <p>Consider rudimentary strengths and limitations of various methodological AER approaches in the application of findings to practice in diverse institutional settings and with diverse student populations.</p> <p>Select and facilitate appropriate data collection for system/department-wide assessment and evaluation efforts using current technology and methods.</p> <p>Conduct a situational analysis and organizational needs assessment using a 6-step approach (i.e., impact, approaches, awareness, outcomes, demand, and credibility).</p> <p>Assess and apply relevant literature to understand the situation and generate solutions.</p> <p>Effectively articulate, interpret, and apply results of AER reports and studies, including professional literature.</p>	<p>Memo #1: Case studies on data program review, assessment, evaluation and planning</p> <p>Memo #2: Data collection methods and approaches</p> <p>Memo #3: Situational and needs analyses; professional &amp; organizational applications</p> <p>Memo #4: Literature review &amp; analyses</p> <p>Memo #5: Learning goals and objectives</p> <p>Memo #6: Program design</p> <p>Memo #7: Student learning assessment, program evaluation, and improvement plan</p> <p>Hallmark Assessment Task</p> <p>Students will make revisions to the 7 memos and incorporate essential sections from among the 7 memos to submit a comprehensive program design plan.</p> <p>The program design plan includes conducting a situational analysis, diagnosing organizational alignment and capacity, identifying the problem and focus of the project, reviewing relevant literature and resources, articulating the learning goals and objectives, aligning details to professional standards, proposing a pilot project (if applicable), designing the framework and program design,</p>



<p>Exhibits a disposition to improve practice through information, knowledge, and understanding.</p> <p>Exhibits a disposition to affirm principles of social justice and equity and a commitment to making a positive difference.</p>	<p>Assess the legitimacy, trustworthiness, and/ or validity of studies of various methods and methodological designs (e.g. qualitative vs. quantitative, theoretical perspective, epistemological approach).</p> <p>Identify the political and educational sensitivity of raw and partially processed data and AER results, handling them with appropriate confidentiality and deference to organizational hierarchies; Use culturally relevant and culturally appropriate terminology and methods to conduct and report AER findings.</p> <p>Design and develop a program that aligns with need, capacity, learning goals/outcomes, empirical research, and best practices in design principles.</p> <p>Measure impacts that advance student learning gains and other performance successes.</p> <p>Construct a preliminary improvement plan using data informed decision-making practices.</p>	<p>constructing a resource request and analysis, assessing student learning, monitoring and evaluating the plan and performance, and recommending improvements.</p> <p>The final product should be no more than 40 double spaced pages (excluding citations).</p>
<p>Under the construct of <b>Inquiry</b>, and through active engagement and skilled training in methods of rigorous <b>Research</b>, candidates develop the knowledge, skills, and</p>	<p>Develop a specific and thoughtful definition of diversity in higher education;</p> <p>Articulate how the nature and structure of U.S. higher</p>	<p><b>FINAL PROJECT:</b> The final paper will be comprised of three sections, as outlined below. There are not separate requirements for master’s and doctoral students; however, the critical thinking and writing capacities for doctoral students are</p>

<p>dispositions to become <b>Critical Thinkers</b>.</p> <p>Scholarship, informed practice through inquiry and reflection, is performed not in isolation but in communion with others, both within the university and in the world.</p> <p>Under the construct of <b>Action</b>, and through continual <b>Practice</b>, candidates develop the knowledge, skills, and dispositions to become <b>Problem Solvers</b> in the community. They are encouraged to apply knowledge and change practice to solve real world problems.</p> <p>Under the construct of <b>Advocacy</b>, and through dedicated, committed <b>Service</b> to their peers, university, community, and world, candidates develop the knowledge, skills, and dispositions to become <b>Professional Leaders</b>.</p> <p>Our candidates are empowered to participate fully in the life of the metropolitan community in which we live, to practice social justice, and to seek equity of educational access for all the constituents.</p>	<p>education has been shaped by diversity and vice versa;</p> <p>Articulate the impact of historical moments and movements on specific populations;</p> <p>Articulate how stereotypes, prejudice, and misinformation affect individuals within a particular group and the treatment of the group in practice and policy;</p> <p>Articulate the role theory plays in understanding diversity;</p> <p>Apply theory appropriately to experience and practice;</p> <p>Reflect on how their own identities affect their understandings and perceptions of diversity; and</p> <p>Offer specific strategies for engaging diversity in professional practice.</p>	<p>placed with a higher performance expectation.</p> <p>Choose a group or topic of interest within higher education that pertains to diversity. This can be defined very broadly, and may include a focus on students, faculty, staff; specific groups; diversity plans (analysis, development, implementation, etc.); institutional missions, policies or programs aimed at increasing diversity; challenges measuring diversity progress; specific incidents related to diversity and institutional responses to those incidents; and so forth. Pick a topic that interests you and that you consider to be important in terms of postsecondary diversity.</p> <p>1. <i>Context</i> (100 points): Write 5-6 pages to <b>set the context</b>. Present a brief history of the population or issue as well as highlight relevant current research, including statistics, progress and status reports, and critiques, that is the focus of your final paper.</p> <p>2. <i>Theory, Model or Framework</i> (100 points): Write 2-3 pages summarizing and discussing applicable <b>theories, models and/or frameworks</b> you will use to analyze the topic you have selected. Choose 1-2 theories, models and/or frameworks to describe and discuss. Include an explicit discussion as to why you selected these theories/models/frameworks as opposed to others (i.e., what value or perspective do they offer?). You should select a theory that aligns with the topic and provides a lens to more rigorously analyze the issue.</p> <p>3. <i>Analysis, Implications, and Recommendations</i> (250 points): In 8-10 pages, analyze the issue or topic using the theory/model/framework(s) you have selected. You are</p>
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		encouraged to supplement the information you provided in the introduction with additional data, articles, reports, and other sources that will shape and strengthen your analysis.
<p>Describe the importance of philosophical inquiry for leadership and decision making;</p> <p>Explore divergent definitions of truth, philosophy, and education;</p> <p>Explicate ancient, modern, and postmodern philosophical systems;</p> <p>Apply, evaluate, and interpret critique philosophical systems present within contemporary educational issues;</p> <p>Formulate his or her provisional educational philosophy; and</p> <p>Develop skills of reflection.</p>	<p>Through this program, students will learn how to analyze competing philosophies of higher education, with the purpose of helping students construct consistent sets of beliefs about values in higher education as a guide to administrative and academic decisions.</p> <p>The study of higher education requires philosophical context, which will help you understand other course work as well as your daily practice, work, and life. The central purpose of this course is to provide a philosophical grounding, which will help you comprehend higher education today.</p> <p>Through culture, experience, and other means we inherit and interpret systems of ideas helping us understand and make sense the world. Indeed, one of the primary goals of the academy is to create communities where individuals can develop, test, and use these systems of ideas.</p>	<p>Philosophy in Action Paper (HAT): In this paper, you will (1) describe a contemporary educational issue (think ripped from the headlines but support with relevant scholarly sources), (2) describe two or more philosophical stances that will aid in your understanding the issue more fully, (3) analyze the issue via the two lenses, and conclude with a discussion of (4) how each lens helped/hindered understanding the issue and your concluding thoughts about (5) how to approach the issue through philosophically grounded practice. Each paper should utilize a minimum of 5 empirical sources which serve to strengthen your stance. Length: 8-10 pages.</p>
<p>Through a clinical model, this course covers evidence-based decision-making as it applies to assessment of teaching effectiveness, action</p>	<p>State outcomes and design a measurement strategy related to processes, programs, and systems.</p>	<p>Evidence-based Research Project Paper &amp; Presentation (Hallmark Assessment Task)</p>

<p>research, scholarly research, and program evaluation.</p> <p>Coursework will be tailored to the interests and current role of the learner and culminate in a scholarly project where learners will demonstrate competence in evidence-based decision-making and Health Professions Education competencies.</p> <p>As a result of this course, students will:</p> <p>Demonstrate understanding of academic writing and the scholarly process</p> <p>Analyze evidence-based research in order to make recommendations for practice</p> <p>Design an evidence-based project that applies evidence-based decision making to professional practice</p>	<p>Develop tools and guidelines for data collection and interpretation.</p> <p>Monitor impact of performance improvement solutions.</p> <p>Help clients evaluate and report the impact of the solution.</p> <p>Identify continuous improvement opportunities throughout the evaluation process.</p> <p>Students will develop education-based research design projects, using appropriate design methods and academic writing.</p> <p>Students will demonstrate knowledge and methods of evaluating and assessing student learning.</p>	<p>Based on a research idea of your own choosing, you are to develop a research proposal relevant to your current or intended practice, conduct the study, and write a written report of your findings appropriate for a research journal in your field.</p> <p>The first part of the HAT is the research proposal, or a written description of how you <i>plan</i> to conduct a study. It should explain the rationale for the research design, review of literature that informs your project, who you are planning to study and the methods you will use.</p> <p>Second, you will conduct your research projects and present your findings in a final paper and presentation. Your proposal should not exceed 8 pages. Your final paper should not exceed 30 pages.</p>
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**6. Complete the New Program Course Form and submit it with this proposal.**

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

- Include full course names and course descriptions.
- List courses under the appropriate curricular headings.
- Where they exist, 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(s) of course(s) required in the “course title” column and the number or range of credit hours required in the “credit hours” column.

**The New Program Course Form is attached to this proposal.**

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

*CPE Instructions: Note any factors that make the program unique (e.g. whether any faculty are*

*nationally or internationally recognized for expertise in this field; the program builds on the expertise of an existing locally, nationally or internationally recognized program at your institution; etc).*

The proposed program will be taught live at the U of L School of Medicine, the College of Education and Human Development, and online.

**8. Please answer the following:**

- a) Will this be a 100% distance learning program? Yes  No

*CPE Instructions: This is defined as an academic program in which all of the required courses in a program occur when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.*

- b) Is an approval letter from the Education Professional Standards Board (EPSB) required? Yes  No

*CPE Instructions: If this program leads to teacher, principal, or superintendent certification, rank change, etc., EPSB approval should be sought after CPE approval. Upon CPE approval, the program will be entered into the statewide program inventory. You should upload a pdf of the EPSB approval letter to the program's entry in the program inventory.*

- c) 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

Further information: The Health Professions Education classes will be taught in a hybrid format to students on the UofL Health Sciences Campus. This hybrid method requires students and faculty to meet live every other week and have online-only work on the other weeks. This is the current delivery method for the Graduate Certificate in HPE. (During Covid-19 precautions, online synchronous delivery substitutes for the live meetings.)

In the future, the Health Professions Education classes will likely be offered to populations outside of the UofL community, through 100% online delivery methods.

The M.A. in Higher Education Administration classes will be delivered by 100% online delivery. This is the current delivery method for these courses.

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

*CPE Instructions: If so, please explain which programs will be enhanced or eliminated as a result of the proposed program.*

This program will build upon the Graduate Certificate in Health Professions Education. The graduate certificate will continue as a hybrid program at the medical school and an online offering as the first four classes of the M.S. in HPE.

- 10. 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.**

*CPE Instructions: Explain any shared faculty, shared courses, collaborative research, etc.*

The currently faculty from the Graduate Certificate in HPE will teach in the M.S. in HPE and will be supported by faculty from three programs in the College of Education and Human Development. A combination of faculty from our M.S. in Higher Education Administration, our M.S. in Human Resources and Organizational Development, and the B.S. in Healthcare Leadership will participate in teaching in the M.S. in HPE.

- 11. 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 part-time faculty or graduate assistants are included in the additional faculty resources needed.

*CPE Instructions: If new faculty are indicated, please ensure that related expenses are noted in the proposed budget.*

- b) If yes, please provide a plan to ensure that appropriate faculty resources are available, either within the institution or externally, to support the program.

*CPE Instructions: Faculty resources should be adequate and appropriate for the proposed program. The qualifications of faculty should support the objectives and curriculum of the proposed program.*

- c) What is the projected faculty/student ratio for the program?

*CPE Instructions: Provide an estimate based on expected enrollment.*



Based on the projects in Section 2. f., student demand for the M.S. in HPE will range from six students to fourteen students. There are eight full-time faculty and four part-time faculty engaged in the classes that comprise the M.S. in HPE. This allows for a ratio of two faculty per student in the first year and .86 faculty members per student in the fifth year of the projections. These faculty are involved in other programs (M.A. H.E.A. and Graduate Certificate in HPE, but they can be assigned a student for advising and mentoring purposes.

The projected faculty/ratio for the program is one faculty member for twenty students in each class.

**12. 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.

**13. 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?

**14.a. 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. Adequacy of electronic access, library facilities, and human resources to service the proposed program in terms of students and faculty will be considered.

Library resources available for this program will match the resources available for all live and online programs at the University of Louisville. The resources required for the M.S. in HPE will be the same resources that are currently used for the Graduate Certificate in HPE.

A letter of support from the Dean of University Libraries is attached to this proposal.

**b. Describe the physical facilities and instructional equipment available to support this program.**

Physical facilities and instructional equipment must be adequate to support a high-quality program. The proposal must address the availability of classroom, laboratory, and office space as well as any equipment needs.

No new equipment is need. There are four hybrid courses that are currently taught at the School of Medicine. They have only needed and will only need one classroom during the academic year. These classes are not taught in the summer.

### C. Program Demand/Unnecessary Duplication

#### Market Demand

**1. Explain why this program is needed. Note if it replaces another program on campus.**

This is an open-ended response that will be used in CPE agenda items. Remember that your audience is CPE, not higher education administrators, faculty, or staff.

From 1998 to 2013, the number of master's degrees in health professions education worldwide has grown from single digits to 121 programs, according to the Journal of Academic Medicine.

The University of Louisville Health Sciences Campus has approximately 1,000 faculty members, according to the Office of Faculty Affairs and Advancement, at the University of Louisville's Health Sciences Campus and School of Medicine. The University of Louisville Health Sciences campus is an award winning and pioneering institution. As a vital driver of U of L's research activities, the faculty of the health sciences campus are continually training healthcare researchers, providers, and faculty. The Schools of Medicine, Dentistry, and Nursing can continue to maintain and improve upon their ground-breaking activities by training the faculty that lead these results.

The Graduate Certificate in Health Professions Education was recently redesigned with best practices from the Department of Educational Leadership, Evaluation, and Organizational Development (ELEOD) at the College of Education and Human Development at U of L. Since that redesign, enrollment has grown from eight and nine students in a class to twenty-one to twenty-two in a class.

The success of the Graduate Certificate in HPE can be built upon with the help of the faculty, staff, and methodologies from the award-winning M.A. in Higher Education Administration. The M.A. in Higher Education Administration program at the University of Louisville has been ranked #2 by the Best Online Master's Program in Higher Education. In addition, among the educational administration online offerings, the Higher Education Administration program at the University of Louisville was also ranked #2 in the nation and received a national distinction for being most responsive to graduate student transfers into its program.

#### Student Demand

**2. a. Provide evidence of student demand at the regional, state, and national levels.**

Evidence of student demand is typically in the form of surveys of potential students or enrollments in related programs at the institution, but other methods of gauging student demand

are acceptable.

*CPE Instructions: Explain how faculty and staff systematically gathered data, studied the data and estimated student demand for the program. Anecdotal evidence is not sufficient. If student surveys have been collected, provide information regarding sample size, sampling methodology, and response rate.*

In the spring of 2019, the Office of Faculty Affairs and Advancement at University of Louisville's Health Sciences Campus and School of Medicine did a faculty development needs assessment of all HSC faculty (~1000 faculty total).

The questions states:

Would you be interested in pursuing a master's degree in health professions education (HPE) if it were conveniently offered at the University of Louisville?

Answer choices	# of answers	%
No	147	52.8%
Maybe	91	32.7%
Yes	40	14%
Total responses	278	

40 'Yes' + 91 'Maybe' = 131/278 = 47% of respondents were interested in a master's degree in Health Professions Education.

Response Rate: 28% of Health Sciences Campus Faculty

**b. Identify the applicant pool and how students will be reached.**

*CPE Instructions: If an undergraduate program, please provide information regarding plans to reach first-time freshman and other native students, as well as transfer students.*

Here is an example of an informational session that is held at the Health Sciences Campus, in conjunction with the Office of Faculty Affairs and Advancement at University of Louisville's Health Sciences Campus and School of Medicine:

**Graduate Certificate in Health Professions Education (HPE) information session**

May 5, 12:15 to 12:45 p.m., [Microsoft Teams](#), Conference ID: 870 383 958#

The objective of HPE is to provide health professions faculty, fellows, residents, and graduate students in Dentistry, Medicine, Nursing, and Public Health with the skills and knowledge necessary to succeed in an academic career. HPE also aims to advance practitioner & patient education, health sciences education research & enhance inter- and intra-disciplinary studies. HPE includes four 3-credit hour graduate-level courses, a total of 12 credit hours.

For more information, contact [Staci Saner](#).

Students will also be reached through the Delphi Center for Teaching and Learning. The Delphi Center provides marketing, enrollment, and support services for all online programs at the University of Louisville.

**c. Describe the student recruitment and selection process.**

*CPE Instructions: Describe the processes for recruitment and the admission criteria for both native and transfer students.*

Informational sessions will be held online and at the Health Sciences Campus. Information sessions will be publicized in the UofL Today internal newsletter. Student recruitment has been and will continue to be conducted in partnership with the Office of Faculty Affairs and Advancement at University of Louisville's Health Sciences Campus and School of Medicine. As mentioned above, the Delphi Center for Teaching and Learning will help recruit through online platforms.

The admissions standards for the Health Professions Education Graduate Certificate and M.S. program will include the following:

- a. For unconditional admission for the Health Professions Education program, a minimum undergraduate grade point average of 2.5 is required.
- b. All transcripts must be submitted or on file in the Office of the Provost
- c. GRE test scores – Not Required.

The admissions committee reserves the right to place admission conditions on any applicant regardless of GPA.

The Graduate Student Success Office in the College of Education and Human Development provides a centralized graduate admission office and student support resource for prospective students, current graduate students, and for faculty who teach and interact with graduate students. They advocate for graduate students while also strategically aligning them with support networks. The goal of this office is to empower students to progress toward degree completion in a timely manner. The GSS staff provide resources and services that serve the needs of our graduate students academically, professionally, and socially. The office serves as a centralized hub for graduate student success and helps build a community among the graduate student population.

**d. Identify the primary feeders for the program.**

*CPE Instructions: List the colleges, schools, programs from which students for this program will be recruited.*

The primary feeders for the M.S. in Health Professions Education will be from the schools of Medicine, Dentistry, Nursing and Public Health at the University of Louisville. The online version of the M.S. in HPE will seek to recruit throughout the region and nation.

**e. Provide any evidence of a projected net increase in total student enrollments to the campus as a result of the proposed program.**

*CPE Instructions: Explain how the program is designed to increase the overall institutional enrollment.*

Careers in nursing and health specialties faculty are projected to grow around 22%, according to the *the Kentucky Center for Statistics, Educational Services sector. In Kentucky, this is a growth from 3,700 employees to 4,500 employees. Nationally, the numbers of these professions grow from 254,000 to 313,900, according to the Bureau of Labor Statistics.*

f. Project estimated student demand for the first five years of the program.		
Academic Year	Degrees Conferred	Majors (Headcount) Fall Semester
2021		6
2022	4	8
2023	6	10
2024	8	12
2025	10	14

**Employer Demand**

**3.a. Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of job at the regional, state and national levels.**

*CPE Instructions: If the program is being proposed to meet employer demand, provide evidence of this within your area of geographic responsibility as well as the state and national levels. The following are links to helpful resources on employer demand statistics.*

- [Kentucky Center for Education and Workforce Statistics](#)
- [Bureau of Labor Statistics: Employment Projections](#)
- [Bureau of Labor Statistics: Occupational Outlook Handbook](#)

*Kentucky growth projections in nursing faculty and health specialties faculty are projected to grow at 21.9% and 23.4%, respectively, from 2016-2026, according to the Kentucky Center for Statistics, Educational Services sector. <sup>i</sup>*

*Nation-wide growth projections in nursing faculty and health specialties faculty are projected to grow 20% and 23.2%, respectively, from 2018-2028, according to the Bureau of Labor Statistics. <sup>ii</sup>*

**Employer Demand**

**3.b. If the program is designed for students to enter the workforce immediately, please complete the table below.**

- Indicate source of market demand information and timeframe for growth projections.
- Add more rows to the table as needed.

Most of the current Bureau of Labor Statistics projections are for 2016-2026. Other sources include; but are not limited to:

- [Georgetown University Center on Education and the Workforce](#)
- [Bureau of Labor Statistics' Occupational Outlook Handbook](#)
- [Kentucky Center for Statistics](#)
- KY Chamber, "Kentucky's Workforce, Progress and Challenges," January 2018

- <https://www.kychamber.com/sites/default/files/Kentuckys%20Workforce%20Progress%20and%20Challenges%202018%20Final%20NEW.pdf>
- Kentucky, Bridging the Talent Gap
- Document - <https://www.bridgingthetalentgap.org/wp-content/uploads/2017/05/KY-Statewide.pdf>
- Interactive website: <https://bridgingthetalentgap.org/dashboards/>

This table is included in the Letter of Intent as Appendix A.

Please see Appendix A at the end of this proposal for Employer Demand data.

## Employer Demand

### 3.c. Clearly describe evidence of employer demand.

Such evidence may include employer surveys, current labor market analyses, and future human resources projections. Where appropriate, evidence should demonstrate employers' preferences for graduates of the proposed program over persons having alternative existing credentials and employers' willingness to pay higher salaries to graduates of the proposed program.

The image below is taken from the Journal of Academic Medicine and speaks to the increased demand in HPE programs. Reasons cited for the growth in HPE programs are listed as follows:

“Increased demand for career tracks, Institutional Requirement for some positions, Accrediting bodies require continuing education, Unique demands by the field of medicine; depth and breadth of knowledge/skills required to educate Professionalization of HPE.” -Journal of Academic Medicine, Vol. 88, No 9/ September 2013.

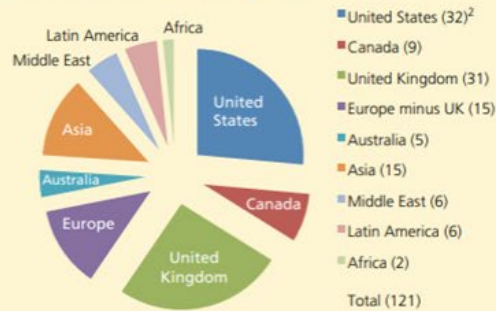


## AM Last Page: Master's Degree in Health Professions Education Programs

Ara Tekian, PhD, MHPE, associate professor and director of international affairs, University of Illinois at Chicago, and Anthony R. Artino, Jr, PhD, associate professor, Uniformed Services University of the Health Sciences

Just 15 years ago, the number of master's degree in health professions education (HPE) programs worldwide was in the single digits.<sup>1</sup> Today, there are 121 such programs, with new HPE programs created annually.<sup>1-3</sup> The purpose of this AM Last Page is to provide information about the existing master's degree in HPE programs, with a focus on location, core content, and program characteristics.

### Master's degree in HPE programs worldwide



### HPE core content

The core content of HPE programs varies widely; however, most master's degree programs provide foundational knowledge and skills focused on the theory, research, and practice of education as it applies to the health professions. In many HPE programs, the core content can be categorized into five domains of knowledge and skills. These domains, and sample topics typically included within each, are presented below:

#### Teaching and Learning

- Theories of learning and motivation
- Feedback
- Clinical teaching
- Simulations
- Small- and large-group teaching

#### Curriculum Development

- Curricular approaches
- Blueprinting
- Needs assessments
- Course goals and objectives
- Curriculum evaluation

#### Evaluation and Assessment

- Assessment methods
- Validity and reliability
- Performance tests
- Psychometrics
- Standard setting

#### Research Methods

- Types of scholarship
- Quantitative methods
- Qualitative methods
- Mixed-method designs
- Grant writing

#### Leadership and Management

- Leadership models
- Organizational structures and culture
- Power and authority
- Creative and strategic management
- Conflict resolution

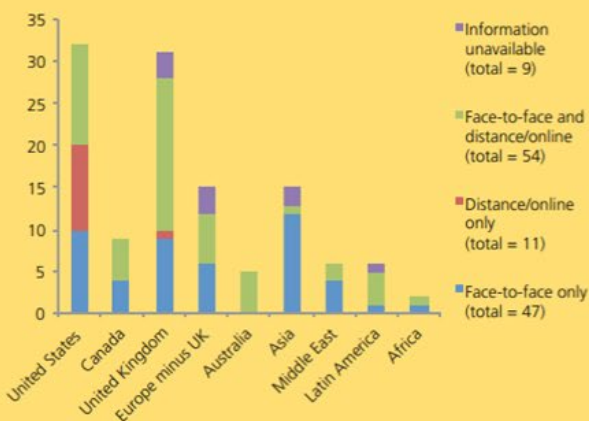
### Major reasons for increased demand in HPE programs

1. Career tracks (e.g., clinical educator/scholar)
2. Institutional requirement for some positions
3. Accreditation Bodies:
  - Accreditation Council for Graduate Medical Education (ACGME; competencies)
  - Liaison Committee on Medical Education (LCME; review criteria)
  - Royal College of Physicians and Surgeons, Canada (CanMEDS Physician Competency Framework)
4. Unique demand by field of medicine (depth and breadth of knowledge/skills required to educate)
5. Professionalization of HPE

### Typical students enrolled in master's degree in HPE programs

- Physician educators
- Allied health professionals
- Clinical educators
- Medical educators
- Program directors
- Department heads
- Institutional leaders
- Scholars

### Instructional delivery methods for the 121 master's degree in HPE programs worldwide



**Disclaimer:** The views expressed in this article are those of the authors and do not necessarily reflect the official policy of the U.S. Department of Defense.

#### References and Online Resources

1. Tekian A, Harris T. Preparing health professions education leaders worldwide: A description of masters-level programs. *Med Teach*. 2012;34:52-58.
2. For a list of master's degree in HPE programs in the United States, along with their associated Web site addresses, please see Supplemental Digital Table 1, available at <http://links.lww.com/ACADMEDIA146>.
3. For additional information on master's degree in HPE programs worldwide, please see the Foundation for Advancement of International Medical Education and Research ([www.famer.org](http://www.famer.org)) and *MedEdWorld* ([www.mededworld.org](http://www.mededworld.org)).

**Author contact:** [tekian@uic.edu](mailto:tekian@uic.edu)

4. If this is not a program that is designed for students to enter the workforce immediately after graduation, please indicate the skills that graduates will attain, the types of graduate programs the graduates are most likely to attend, and the types of jobs graduates will eventually seek.

N/A

5. **Academic Disciplinary Needs:**

If the program proposal is in response to changes in academic disciplinary need, as opposed to employer demand, please outline those changes. Explain why these changes to the discipline necessitate development of a new program.

*CPE Instructions: If the program is being proposed to meet changes in the academic discipline, please outline those changes and explain why they necessitate development of a new program.*

N/A

6. If the proposed program is an advanced practice doctorate, explain the new practice or licensure requirements in the profession and/or requirements by specialized accrediting agencies that necessitate a new doctoral program.

N/A

**Unnecessary Duplication (Similar Programs)**

7. a. Are there similar programs in other Southern Regional Education Board (SREB) (<https://www.sreb.org/states>) or in the nation? If so, please identify the similar programs.

CPE isn't looking for an exhaustive list here. They just want an idea of how prevalent the program is in the nation and the SREB.

A procedure for addressing this: type the degree into a search engine and make a list of institutions offering the degree. If there were many institutions, choose a representative sample of major institutions (and label the list as representative). Sort the list into two categories: SREB and national. If the institution is in one of the states listed below it falls under the SREB category. You may have to use a few different/similar search terms/program names to locate programs at other institutions.

*CPE Instructions: SREB states include Alabama, Arkansas, Delaware, Florida, Georgia, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia.*

SREB Schools:

- Eastern Virginia Medical School [http://www.evms.edu/education/masters\\_programs/medical\\_and\\_health\\_professions\\_education/](http://www.evms.edu/education/masters_programs/medical_and_health_professions_education/)
- Fischler School of Education, Nova Southeastern University <http://osteopathic.nova.edu/msme/>
- George Washington University <https://www.programs.gwu.edu/graduate/clinical-research-administration>
- Johns Hopkins University <http://education.jhu.edu/Academics/masters/MEHP/index.html>

- North Carolina State University <https://ced.ncsu.edu/program-descriptions/masters-health-professions-education/>
- Texas A&M University <https://medicine.tamhsc.edu/degrees/edhp.html>
- Uniformed Services University of Health Sciences <https://www.usuhs.edu/hpe>
- University of Houston College of Education <http://medical.coe.uh.edu/index.htm>
- University of Louisville College of Education and Human Development / School of Medicine <http://louisville.edu/online/programs/masters/master-of-science-in-human-resources-and-organization-development>

National Schools:

- Cincinnati Children's Hospital Medical Center / University of Cincinnati College of Education, Criminal Justice and Human Services  
<http://www.cincinnatichildrens.org/education/clinical/graduate/grad/masters/default/>
- Harvard Medical School [http://hms.harvard.edu/masters\\_medical\\_education](http://hms.harvard.edu/masters_medical_education)
- Hofstra University <https://www.hofstra.edu/academics/colleges/soeahs/health-professionals-pedagogy-leadership.html>
- Lake Erie College of Osteopathic Medicine (LECOM) <https://lecom.edu/academics/masters-degree-programs/master-of-science-in-medical-education/>
- Loma Linda University <https://alliedhealth.llu.edu/academics/allied-health-studies/health-professions-education>
- MGH Institute of Health Professions <https://www.mghihp.edu/mshped>
- Michigan State University College of Osteopathic Medicine / College of Education  
<https://com.msu.edu/>
- Rosalind Franklin University of Medicine and Science  
<https://www.rosalindfranklin.edu/academics/college-of-health-professions/degree-programs/health-professions-education-ms/>
- Rutgers School of Health Professions <https://shp.rutgers.edu/interdisciplinary-studies/master-of-science-in-health-professions-education/>
- University of Illinois at Chicago <https://catalog.uic.edu/gcat/colleges-schools/medicine/hpe/mhpe/>
- University of Illinois at Urbana-Champaign College of Education  
<http://education.illinois.edu/epol/programs/hrd>
- University of Iowa <http://grad.admissions.uiowa.edu/academics/master-medical-education-mme>
- University of Michigan: <https://medicine.umich.edu/dept/lhs/education/master-health-professions-education>
- University of Missouri - Kansas City School of Medicine <http://www.med.umkc.edu/mhpe/>
- University of Nebraska Medical Center, College of Allied Health Professions  
<https://www.unmc.edu/alliedhealth/education/hptt/index.html>
- University of Pennsylvania Graduate School of Education <http://www.gse.upenn.edu/med-ed/>
- University of Pittsburgh Institute for Clinical Research Education  
[http://www.icre.pitt.edu/degrees/ms\\_meded.html](http://www.icre.pitt.edu/degrees/ms_meded.html)
- University of Rochester Warner School of Education  
<http://www.warner.rochester.edu/programs/healthprofessions/>
- University of Southern California Keck School of Medicine <https://keck.usc.edu/academic-medicine-program/>
- Western University of Health Sciences <http://prospective.westernu.edu/health-sciences/welcome-3/>

b. Are there similar programs that exist at public institutions in Kentucky? If so, please identify them.

A new program may serve the same potential student population. The proposed program must be sufficiently different from existing programs in the state or access to existing programs must be sufficiently limited to warrant initiation of a new program.

In Kentucky, the only Health Professions Education program is at a private university, Bellarmine University. It is a PhD in Health Professions Education <https://www.bellarmino.edu/health-professions/graduate/phd-in-health-professions-education/>

c. Does the proposed program differ from existing programs in terms of curriculum, focus, objectives, etc.?

*CPE Instructions: If yes, explain the differences in curriculum, focus, and/or objectives. If the proposed program curriculum does not differ substantially from existing programs, then describe the collaborative arrangements being pursued with institutions that offer similar programs. Briefly describe the written and/or verbal conversations you have had with faculty and administrators at institutions with similar programs.*

There is not another degree like this at a public or private institution in Kentucky. The proposed M.S. in Health Professions Education at the University of Louisville will be administered by the College of Education and Human Development, but classes are taught to faculty of the Medical School on the Health Sciences campus.

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

*CPE Instructions: If yes, describe the differences in the targeted student population and explain how your program reaches this new population.*

There is not a similar program in Kentucky. The targeted student population for this proposed degree is for students and faculty at the University of Louisville Health Sciences Campus that want live classes. The targeted degree for an online version of the program is also at the U of L Health Sciences Campus, but also throughout Kentucky for trainers and educators at healthcare organizations.

e. Is access to existing programs limited? Please explain.

*CPE Instructions: If yes, explain why existing programs cannot reach this population.*

N/A

f. Is there excess demand for existing similar programs? Please explain.

*CPE Instructions: If yes, provide evidence that existing programs do not have the capacity to meet current student demand.*

N/A
<p>g. Describe how the proposed program will articulate with related programs in the state. It should describe the extent to which student transfer has been explored and coordinated with other institutions.</p> <p>Attach all draft articulation agreements related to this program.</p> <p><i>CPE Instructions: Include a summary of initial discussions with other institutions (both community and technical colleges and universities) about pathways for student transfer. If none have occurred, please explain.</i></p>
<p>There are no articulation agreements with other institutions. Classes taken for U of L's Graduate Certificate in Health Professions Education can count toward the M.S. in HPE.</p>
<p>h. Will there be collaboration between the proposed program and existing state programs? If there will be collaboration, please explain what it will entail.</p> <p>If there will not be collaboration, please explain why there is no proposed collaboration with existing programs.</p>
N/A

**8. In the table(s) below, provide information about similar programs based on CIP codes. Include trend data on enrollment and degrees conferred for these programs.**

Institutions may list other programs that are similar but may be classified in a different CIP code.

A search for similar programs or by CIP can be conducted at <https://dataportal.cpe.ky.gov/KYAcademicProgInventory.aspx>.

If assistance is needed to identify similar programs in Kentucky contact OAPA at [PROGAPPR@louisville.edu](mailto:PROGAPPR@louisville.edu).

Copy the table below as needed to address all similar programs.

<b><u>Similar Program 1:</u></b>	
N/A	
<b>Institution:</b>	
<b>Program Name:</b>	
<b>Comparison of Objectives/Focus/Curriculum to Similar Programs:</b> <i>Explain the differences in curriculum, focus, and/or objectives. If the proposed program curriculum does not differ substantially from existing programs, then describe potential collaborations with other institutions.</i>	



<p><b>Comparison of Student Populations:</b> <i>Describe how your target student population is different from those at other institutions and explain how your program reaches this new population (e.g. the proposed program is completely online while other programs are face-to-face or hybrid).</i></p>	
<p><b>Access to Existing Programs:</b> <i>Explain how/why existing programs cannot reach your target population and/or provide evidence that existing programs do not have the capacity to meet current student demand (e.g. the number of students on enrollment waiting list).</i></p>	
<p><b>Feedback from Other Institutions:</b> <i>Summarize the feedback from colleagues at institutions with similar programs.</i></p>	

#### D. Cost

The resource requirements and planned sources of funding of the proposed program must be detailed in order to assess the adequacy of the resources to support a quality program. This assessment is to ensure that the program will be efficient in its resource utilization and to assess the impact of this proposed program on the institution's overall need for funds.

**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.

There are no additional resources required to launch this program. The program will be absorbed by existing faculty at the College of Education and Human Development. As enrollment grows, a dedicated faculty member may need to be assigned to this program.

**2. Will this program impact existing programs and/or organizational units within your institution? Yes  No**

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

*CPE Instructions: If yes, describe the programs that will be closed or reorganized or what resources will be impacted by the proposed program.*

This program will increase the enrollment in Higher Education Administration courses because the M.S. in HPE utilizes several courses from the M.A. in Higher Education Administration in the College of Education and Human Development. Enrollment projections will have to be exceeded by triple the amount of students projected to add a faculty line and additional support staff in admissions and advising. Therefore, we do not feel there needs to be additional faculty lines planned in the near to mid-future.

**3. Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program.**

*CPE Instructions: Note whether the program is predicted to increase retention rates, and, therefore, generate tuition dollars; increase revenue by attracting a new pool of students; meet employment needs in the state; feed into graduate that have been shown to be beneficial to the economic needs of the state, etc. If no new costs are anticipated, please explain.*

The measurable benefit to the state and university will be through generating tuition dollars by attracting new students to a new program. No new costs are anticipated in the first five years. This is considered a ‘budget neutral’ program because current faculty and staff can absorb the launch of the program. Incoming tuition will cover incremental costs that may arise if enrollment exceeds projections. Please see the attached New Program Budget Spreadsheet for details on projections and expenses.

- **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 an internal “allocation” in the Funding Sources section 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 program must have more funding than expenses.

The New Program Budget Spreadsheet is attached to this proposal.



## E. Program Review and Assessment

Describe program evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission.

**1. Describe how each program-level student learning outcome will be assessed and how assessment results will be used to improve the program.**

Complete the table below and add a description here, including how assessment results will be used to improve the program.

*CPE Instructions: Explain which student learning outcome(s) will be assessed by each assessment method and how frequently each assessment method is administered. Include both direct and indirect methods. Explain how assessment results will be used to make improvements to the program. Note that this item refers to a program-level, not course-level, assessment and thus course grades are not an appropriate source of data for program-level assessment.*

<b>Program-level Student Learning Outcome</b>	<b>Point of assessment (course, assignment, etc.)</b>	<b>Assessment Method (include direct and indirect assessments)</b>  <b>NOTE: these are program-level assessments, thus course grades are not appropriate assessments</b>	<b>Frequency of the assessment method</b>
<i>The HPE program provides a foundation to learners in effective teaching and learning in the classroom and clinical environment.</i>	LEAD 665: Foundations of Health Professions Education	<b>Hallmark Assessment Task (HAT) Personal Teaching Statement Information &amp; Rubric</b> At its root, education is based on people’s values and beliefs about humanity and the world. There is no one right way to teach and no one correct definition of a “well-educated” person. For this reason, you have to articulate your own thoughts on education in order to know what you believe about the world and what your goals are for teaching. In this way, you can be most effective	Project is worked on each week in formative assessments and final project is due at the end of the semester in a Hallmark Assessment Task.

		<p>as an educator and as a citizen. The goal of this assignment is to get in writing a working draft of your beliefs about health professions education that can become part of your professional portfolio and guide your practice as you grow as an educator.</p>	
<p><i>The HPE program provides a foundation to learners in the principles and practice of adult education.</i></p>	<p>LEAD 675: Teaching and Learning in Health Professions Education</p>	<p><b>Syllabus &amp; Reflection (Hallmark Assessment Task)</b>  You will create a comprehensive syllabus for a course you hope to develop and/or to teach in the future. This course should be related to your current teaching assignments and/or expertise in your academic discipline. Please consider this an opportunity to be creative. Syllabi are social constructions and are often understood as agreements between a faculty and a student. The significance of this assignment is for you to think through the issues of how you would develop and construct a new course, write learning objectives, and how you might create a syllabus to maximize and enhance student learning. Your syllabus must be prepared for a minimum of 8 weeks of direct instruction and should provide learners with enough information to be successful in your course.</p>	<p>Project is worked on each week in formative assessments and final project is due at the end of the semester in a Hallmark Assessment Task.</p>
<p><i>The HPE program provides health professions faculty, residents, and graduate students in Dentistry, Medicine, Nursing, and Public Health with the</i></p>	<p>LEAD 676: Instruction Strategies in Health Professions Education</p>	<p><b>Lesson Plan and Reflection (Hallmark Assessment Task)</b>  Students will develop one complete lesson plan by revising a lesson for a course they currently teach, create a lesson plan for a class they</p>	<p>Project is worked on each week in formative assessments and final project is due at the end of</p>

<p><i>skills and knowledge necessary to succeed in an academic career.</i></p>		<p>hope to teach in the future, or a topic within their areas of occupational specialization (template will be provided in class, or students are welcome to use their own). Students who have taken previous courses in the CHPE can use inspiration from a past class (i.e., ELFH 675); those who have not taken courses in the CHPE will be able to draw from their professional experiences. The lesson plan should incorporate the research-based instructional strategies/method of instruction reviewed in this course and be grounded in defined areas of cognitive science. The lesson plan should be usable, and relevant to your work as a professional in the area of health professions education.</p>	<p>the semester in a Hallmark Assessment Task.</p>
<p><i>The HPE program aims to advance practitioner and patient education, health sciences education research, and enhance inter-and intra-disciplinary studies.</i></p>	<p>LEAD 685: Evidence-based Practice in HPE</p>	<p>Evidence-based Research Project Paper &amp; Presentation (Hallmark Assessment Task) Based on a research idea of your own choosing, you are to develop a research proposal relevant to your current or intended practice, conduct the study, and write a written report of your findings appropriate for a research journal in your field. The first part of the HAT is the research proposal, or a written description of how you <i>plan</i> to conduct a study. It should explain the rationale for the research design, review of literature that informs your project, who you are planning to study and the methods you will use.</p>	<p>Project is worked on each week in formative assessments and final project is due at the end of the semester in a Hallmark Assessment Task.</p>

**2. For each assessment method, please provide direct indicator(s) of achievement of program-level student learning outcomes and frequency of data collection.**

Also provide indirect indicators of achievement where possible.

The Hallmark Assessment Tasks are the primary direct indicators of achievement of program-level student learning outcomes. The HATs are listed above for each of their corresponding program-level outcomes. These are gathered at the end of each eight-week accelerated course. At the end of the calendar year, they are all gathered for the Director of Assessment, Educator Preparation, and Human Development.

**a. Which components will be evaluated?**

*CPE Instructions: Identify each student learning outcome to be assessed and in which courses it is covered in the curriculum. Note whether employers, students/alumni, and/or faculty outside the program were involved in the development of student learning outcomes.*

All student learning outcomes listed in Part 1 above will be evaluated.

**b. When will the components be evaluated?**

*CPE Instructions: Identify the review cycle for each student learning outcome. For example, data may be collected every semester but results analyzed every third year.*

At the end of each eight-week term. Student Learning Outcome reports are completed each academic year and submitted to the AAUE and OAPA offices for review and feedback.

**c. When will the data be collected?**

*CPE Instructions: Note when the data will be collected (which may be different than when the assessment is conducted).*

At the end of the calendar year.

**d. How will the data be collected?**

*CPE Instructions: Describe the methods and software used to collect the assessment data.*

The data will be collected through the College of Education and Human Development Electronic Assessment System (EAS), Foliotek. The program director will work with the Director of Assessment, Educator Preparation, and Human Development to run reports on assessment data.

**e. What will be the benchmarks and/or targets to be achieved?**

*CPE Instructions: Indicate the type of benchmark used (local standards, external peer benchmarks, best practices benchmarks, etc.) and the specific performance standards to be achieved for each student learning outcome.*

*Explain the process by which the benchmarks and targets were determined. Note whether employers, students/alumni, and/or faculty outside the program were involved in the benchmarking process.*

Students must achieve “Meet Standards” or “Exceeds Standard” on the Hallmark Assessment Tasks rubrics in all HPE core courses. (see copies of syllabi and HATs in the appendices)

**f. What individuals or groups will be responsible for data collection?**

*CPE Instructions: Specify whether the assessment process will be led by one person, whether that person is faculty or staff, or whether this effort will be led by a group of faculty and/or staff.*

Faculty will collect and upload course-level data. The program director will coordinate these at the end of the calendar year. The Director of Assessment, Educator Preparation, and Human Development will compile this data from the CEHD electronic assessment system, Foliotek.

**g. How will the data and findings be shared with faculty?**

*CPE Instructions: Explain the elements of the data reports and the process by which it is shared with faculty.*

Data and findings will be shared with faculty as soon as they are compiled, first over email. Then discussed in one-on-one meetings. Findings can be included in the annual review process with the Department Chairperson if they want. Annual Student Learning Outcome (SLO) reports are reviewed annually by the CEHD AAUE Office and the University’s Institutional Effectiveness Office and feedback reports are sent to the program director and department chairs for review with the program faculty.

**h. How will the data be used for making programmatic improvements?**

*CPE Instructions: Explain the process by which faculty will discuss the assessment results and make curricular changes.*

In areas where students may be lacking on the program outcomes, specific summative and formative assessments will be enhanced within the particular course.

**3. What are the measures of teaching effectiveness?**

*CPE Instructions: Explain how the program will evaluate instructional quality.*

Student evaluations will be the best measures of teaching effectiveness.

**4. What efforts to improve teaching effectiveness will be pursued based on these measures?**

*CPE Instructions: Explain how the information about teaching effectiveness will be used to make pedagogical changes in the program.*

The chairperson or assistant chairperson can review student evaluations with program faculty and develop a training plan to improve any deficiencies.

**5. What are the plans to evaluate students’ post-graduate success?**

New Academic programs undergo an interim program review after five years for undergraduate

programs, four years for masters programs, and three years for doctoral programs. After the interim review, all programs are placed on the university's regular program review schedule.

The program review template requires that programs provide feedback from graduates, alumni, and employers. In your response to this question consider how you will collect satisfaction feedback from these groups.

*CPE Instructions: Explain how the program will identify graduate schools and employers and what questions will be asked in order to assess graduate school and/or workforce success.*

The program can develop an advisory board to help ensure the appropriate outcomes are achieved in the program. Questions that will be asked to assess success can include:

- What type of employment did the graduate obtain four years after graduation?
- Does the graduate feel the M.S. in HPE gave them a relevant credential for their current role?
- How did the coursework in the HPE program help the graduate in the day-to-day work?

NOTE: All actions in the approval of new programs for public institutions are subject to a stipulation regarding the program's ability to attain specified goals that have been established by the institution and approved by the Council on Postsecondary Education (the Council). At the conclusion of an appropriate period of time, the program's performance shall be reviewed by Council staff following criteria established in the Council's Academic Programs Policy. For more information on the program review process see <http://louisville.edu/oapa/academic-program-review-process>.

**Appendix A. Employer Demand.**

1. If the program is designed for students to enter the workforce immediately, please complete the following table (see resources below the table)
2. Please provide source of employer demand information and time frame for the projections (Growth projections over 10 years):

Type of Job	Regional Avg Wage (accordking to data.bls.gov)	Regional # of openings (total jobs)	Regional Growth Projections (%)	State Avg Wage	State # of openings	State Growth Projections (%)	National Avg Wage	National # of openings	National Growth Projections (%)
Nursing Instructors and Teachers	Ohio: \$79,360 Kentucky: \$72,240 West Virginia: \$58,590 Tennessee: \$75,260 Illinois: \$69,770 Indiana: \$83,880	Ohio: 3410 Kentucky: 800 West Virginia: 640 Tennessee: 1110 Illinois: 2130 Indiana: 1730  Total:	20%	\$73,254	1068	21.9%	\$74,600	13,800	20%
Health Specialties Instructors	Ohio: \$128,960 Kentucky: \$64120 West Virginia: \$68,330 Tennessee: \$99,280 Illinois: \$90,670 Indiana: \$116,890	Ohio: 10,560 Kentucky: 1,890 West Virginia: 1730 Tennessee: 3710 Illinois: 9660 Indiana: 3590  Total:	23.2%	\$72,829	2,828	23.4%	\$97,320	59,100	23.2%

**Employer Demand Resources:**

Most of the current Bureau of Labor Statistics projections are for 2016-2026. If additional sources are used, please note the time frame for the projections. Other sources include:

- [Georgetown University Center on Education and the Workforce](#)
- [Bureau of Labor Statistics' Occupational Outlook Handbook](#)
- [Kentucky Center for Statistics](#)
- KY Chamber, "Kentucky's Workforce, Progress and Challenges," January 2018  
<https://www.kychamber.com/sites/default/files/Kentuckys%20Workforce%20Progress%20and%20Challenges%202018%20Final%20NEW.pdf>
- Kentucky, Bridging the Talent Gap

Document - <https://www.bridgingthetalentgap.org/wp-content/uploads/2017/05/KY-Statewide.pdf>

Interactive website: <https://bridgingthetalentgap.org/dashboards/>

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**Kentucky Occupational Outlook to 2026:** <https://kcews.ky.gov/Content/Reports/2016-2026%20KY%20Occupational%20Outlook.pdf?v=20181009043806>

**Fastest growing occupations:** <https://www.bls.gov/emp/tables/fastest-growing-occupations.htm>

**Occupational Employment Statistics Query System:**

<https://data.bls.gov/oes/#/occGeo/One%20occupation%20for%20multiple%20geographical%20areas>



## 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 source(s) of additional funding for the proposed program.

<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>
Total Resources Available from Federal Sources					
~ New					
~ Existing					
<b>Narrative Explanation/Justification:</b>					
<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>					
<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					

## Cost/Funding Explanation

~ New					
~ Existing					
<b>Narrative Explanation/Justification:</b>					

Funding Sources, by year of program <i>(continued)</i>	<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>
Internal Allocation					
Internal Reallocation					

**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.*

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Funding Sources, by year of program <i>(continued)</i>	<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>
Student Tuition					
~ New					

## Cost/Funding Explanation

~ Existing

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

		<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) -	\$ -	\$ -	\$ -	\$ -	\$ -

## Cost/Funding Explanation

<b>B. Breakdown of Budget Expenses/Requirements</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>
Staff:					
<u>Executive, Administrative, Managerial</u>					
New					
Existing					
<u>Other Professional</u>					
New					
Existing					
<u>Faculty</u>					
New					
Existing					
<u>Graduate Assistants</u>					
New					
Existing					
Student Employees					
New					
Existing					
<p><i>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.</i></p>					
Equipment and Instructional Materials					
New					
Existing					

## Cost/Funding Explanation

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					
Other Support Services					
New					
Existing					
Narrative Explanation/Justification					
Faculty Development					
New					
Existing					
Narrative Explanation/Justification					

### Cost/Funding Explanation

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>					
Not applicable					
<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

Not Applicable					
<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>					
Not Applicable					
<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					



## 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.*

Not Applicable

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
<b>Student Tuition</b>					
~ New (Proposed M.S. in HPE)	\$ 16,915.00	\$ 22,553.00	\$ 28,192.00	\$ 33,830.00	\$ 39,468.00
~ Existing (Graduate Certificate in HPE)	\$ 56,383.00	\$ 62,021.00	\$ 68,223.00	\$ 75,046.00	\$ 82,550.00
<b>Narrative Explanation/Justification:</b> <i>Describe the impact of this program on enrollment, tuition, and fees.</i>					
<p><b>Existing tuition revenue:</b> 20 students taking the Graduate Certificate in HPE: \$764 x 12 credits = \$9168 x 20 students = \$183,360. Of this amount, only 41% of students pay tuition, the rest use the employee tuition remission benefit. \$183,360 x 41% = \$75,178. According to the instructions, 75% returns to the student's home academic program for a total of \$75,178 x 41% = \$56,383 per year. This spreadsheet assumes that the existing certificate will grow at 10% per year. (actual growth for the Certificate has doubled since 2018)</p> <p><b>New tuition revenue:</b> This spreadsheet assumes students will take 12 credit hours per year, like the Graduate Certificate Scenario above. As outlined the Program Proposal Template, the projected number of enrolled students in the M.S. in Health Professions Education is 6, 8, 10, 12, 14 for years one through five. 75% of tuition revenue for each student that takes 12 credit hours a year (assuming 41% pay tuition) is \$2,819.16 per student. This amount is multiplied by 6, 8, 10, 12, and 14 for their respective years.</p>					
<b>Total</b>					
~ New	\$ 16,915.00	\$ 22,553.00	\$ 28,192.00	\$ 33,830.00	\$ 39,468.00

## Cost/Funding Explanation

*Funding Sources*

	~ Existing	\$ 56,383.00	\$ 62,021.00	\$ 68,223.00	\$ 75,046.00	\$ 82,550.00
<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>
		\$ 73,298.00	\$ 84,574.00	\$ 96,415.00	\$ 108,876.00	\$ 122,018.00

\$	<b>485,181.00</b>	<b>Funding Total over 5 Years (will pre-populate)</b>				
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## Cost/Funding Explanation

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

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

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

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

<b>B. Breakdown of Budget Expenses/Requirements</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>Staff</b>					
<i>Executive, Administrative, Managerial</i>					
~ New			\$ 7,000.00	\$ 7,000.00	\$ 7,000.00
~ Existing	\$ 7,000.00	\$ 7,000.00	\$ 7,000.00	\$ 7,000.00	\$ 7,000.00
<i>Other Professional</i>					
~ New					
~ Existing					
<b>Faculty</b>					
~ New		\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00
~ Existing	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00
<i>Graduate Assistants</i>					
~ New	\$ -	\$ -	\$ -	\$ -	\$ -
~ Existing	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Student Employees</b>					
~ 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

In the category of Executive, Administrative, and Managerial, the \$7,000 is an estimate for 10% of salary and fringe benefits for one staff person from the office of Graduate Student Success Office. In years 3, 4, and 5, this 10% has been increased to an extra 'New' 10% for the same or similar role. Existing faculty are being used for the certificate. New faculty will be faculty that are already at U of L, but their teaching loads will increase or be shifted to HPE. The projected numbers of students for the M.S. in HPE are able to be absorbed into the classes of faculty for Higher Education Administration. 10% of two faculty salary and fringes of \$100,000 are included in the 'New Faculty' costs for years 2-5. The 'Existing Faculty Costs' include the Graduate Certificate in HPE and can be covered by 50% of one faculty's salary and fringes, assuming \$100,000.

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*

<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>					
<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*

<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>Assessment</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>Student Space and Equipment (if doctorate)</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>Faculty Space and Equipment (if doctorate)</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>Other</b>					
~ New	\$ -	\$ -	\$ -	\$ -	\$ -
~ Existing	\$ -	\$ -	\$ -	\$ -	\$ -



## Cost/Funding Explanation

Budget Expenses/Requirements

<b>Narrative Explanation/Justification:</b>					
<b>Total</b>					
~ New	\$ -	\$ 20,000.00	\$ 27,000.00	\$ 27,000.00	\$ 27,000.00
~ Existing	\$ 57,000.00	\$ 57,000.00	\$ 57,000.00	\$ 57,000.00	\$ 57,000.00
<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>
	\$ 57,000.00	\$ 77,000.00	\$ 84,000.00	\$ 84,000.00	\$ 84,000.00

<b>\$</b>	<b>386,000.00</b>	<b>Expenses Total over 5 Years (will pre-populate)</b>
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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>
		\$ 73,298.00	\$ 84,574.00	\$ 96,415.00	\$ 108,876.00	\$ 122,018.00
B.	TOTAL - Expenses/Requirements (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>
		(57,000.00)	(77,000.00)	(84,000.00)	(84,000.00)	(84,000.00)
<b>BALANCE -</b> (SURPLUS/DEFICIT)		\$16,298.00	\$7,574.00	\$12,415.00	\$24,876.00	\$38,018.00

August 3, 2020

Academic Program Review Committee  
University of Louisville

Dear APC Committee:

This letter is to signify my support as Interim Dean of the College of Education and Human Development (CEHD) at the University of Louisville for the proposal of a new Master of Science in Health Professions Education (HPE). The Department of Educational Leadership, Evaluation and Organizational Development (ELEOD) and the CEHD Curriculum Committee have approved this proposed new academic program submitted by Dr. Andrew McCart, Clinical Assistant Professor and Program Director of Healthcare Leadership and Health Professions Education.

The proposal provides evidence of the need for this 33-credit hour Master of Science program in order to provide healthcare professionals in the fields of medicine, dentistry, nursing, and public health, including our own Health Sciences Campus faculty, interested in an academic career teaching in their respective fields with the necessary skills to enhance their marketability for a faculty position, or a promotion based on excellence in teaching.

The focus of the proposed M.S. in Health Professions Education is to provide students with an in-depth knowledge of designing effective learning activities; developing effective learning outcomes (learning objectives); assessment and evaluation; benefits of being a reflective educator; and educational leadership. It will provide a foundation to learners in: effective teaching and learning in the classroom and clinical environment; identifying and applying key educational concepts and theories in a health professions context; demonstrating instructional strategies and assessment techniques that support student-centered learning; and developing a comprehensive approach to programming.

This proposed graduate HPE degree is targeting the population of physician educators, allied health professionals, clinical educators, medical educators, program directors, and scholars who desire such a program in order to further their academic career track, or because it is an institutional or accreditation requirement.

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

Sincerely,



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

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

## Faculty Roster Form

### Qualifications of Full-Time and Part-Time Faculty

Name of Institution: University of Louisville

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

Academic Term(s) Included: Fall 2020 and Spring 2021

Date Form Completed: 4/26/2020

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Marie Brown, PhD (P)	ELFH 675 Teaching and Learning in Health Professions Education (3 cr.)	Doctor of Philosophy-PhD. Higher Education / Higher Education Administration, University of Michigan	Associate Director for Teaching, Learning & Innovation, Delphi Center for Teaching and Learning, University of Louisville
Jessica Buckley, PhD (F)	ELFH 666: Program Development & Assessment in Higher Education (3 cr.)  ELFH 670: Instructional Strategies (3 cr.)	Ph.D., College Student Personnel, University of Maryland  M.Ed., Higher Education and Student Affairs Administration, University of Vermont  B.A., American Studies, with Distinction. Minor in English. University of Virginia	Clinical Assistant Professor <a href="#">Department of Educational Leadership, Evaluation and Organizational Development</a>
Douglas Craddock, PhD (F)	ELFH 666: Program Development and Assessment in Higher Education (3 cr.)  ELFH 682: The Organization and Administration of Higher	Doctor of Philosophy, Higher Education Administration, University of Alabama, 2017  Master of Engineering & Management, Education, University of Alabama at Birmingham, 2012	Clinical Assistant Professor <a href="#">Department of Educational Leadership, Evaluation and Organizational Development</a>

	Educational Institutions (3 cr.)	Bachelor of Science: Management Information System, University of Alabama, 2008	
Donna Gaus, M.Ed (P)	ELFH 600: Introduction to Research Methods and Statistics (3 cr.)	M.Ed., University of Louisville	Lecturer at University of Louisville
Casey George, PhD, (F)	ELFH 687: Education Policy and Equity (3 cr.)  ELFH 694: Diversity in Higher Education (3 cr.)  ELFH 687 Education Policy and Equity (3 cr.)	PhD, Educational Policy Studies, University of Illinois at Urbana-Champaign  MBA, Non-Profit Management, Roosevelt University  BA, Spanish, The University of the South	Assistant Professor and Assistant Director of the <a href="#">Center for Economic Education Department of Educational Leadership, Evaluation and Organizational Development</a>
Andrew McCart, PhD (F)	Primarily teaches in B.S. in Healthcare Leadership and also as an adjunct in M.S. Health Administration at the School of Public Health and Information Sciences	PhD, Public Health Management, University of Louisville  MBA, Indiana University Southeast  BS, Business Administration, Kelly School of Business, Indiana University	Clinical Assistant Professor, Program Director, Healthcare Leadership and Health Professions Education <a href="#">Department of Educational Leadership, Evaluation and Organizational Development</a>
Meghan Pifer, PhD (F)	ELFH 607: Principles of Leadership (3 cr.)  ELFH 670: Instructional Strategies (3 cr.)  ELFH 690: Professional Project in Higher Education (3 cr.)	PhD, Higher Education 2010 The Pennsylvania State University,  EdM, Higher Education Administration 2004 Boston University  BA, Philosophy and Literature, cum laude 2001 The University of Pittsburgh,	Associate Professor <a href="#">Department of Educational Leadership, Evaluation and Organizational Development</a>
Ishwanzya Rivers, PhD (F)	ELFH 607: Principles of Educational Leadership (3 cr.)  ELFH 694: Diversity in Higher Education (3 cr.)	PhD, Educational Policy Studies with a specialization in Higher Education Policy and Organization, University of Illinois at Urbana - Champaign  EdM, Educational Policy Studies with a specialization in Social and Cultural Studies, University of Illinois at Urbana - Champaign  BA, Psychology, Millikin University	Clinical Assistant Professor <a href="#">Department of Educational Leadership, Evaluation and Organizational Development</a>

Staci Saner, M.Ed (P)	ELFH 665: Foundations of Health Professions Education, (3 cr.)  ELFH 676: Instructional Strategies in Health Professions Education (3 cr.)	M.Ed. in Science Education, with a concentration in Biology, from The University of Texas, Austin.  Bachelor of Science Degree in Biology. University of Illinois, Urbana	Faculty Development Program Manager Office of Faculty Affairs and Advancement, University of Louisville's Health Sciences Campus and School of Medicine
Brad Shuck, EdD (F)	ELFH 676: Instructional Strategies in Health Professions Education (3 cr.)  ELFH 675: Teaching and Learning in Health Professions Education (3 cr.)	EdD, Adult Education and Human Resource Development, Florida International University, 2010  M.A.E., Counseling and Student Affairs, Western Kentucky University, 2005  BA, Education and Behavioral Sciences and Arts and Humanities, 2002	Associate Professor, Assistant Chairperson, and Program Director <a href="#">Department of Educational Leadership, Evaluation and Organizational Development</a>
Jeffrey Sun, PhD, J.D. (F)	ELFH 694: Diversity in Higher Education (3 cr.)  ELFH 690: Capstone (3 cr.)	Ph.D., Columbia University  M.Phil., Columbia University  J.D., The Ohio State University  M.B.A., Loyola Marymount University  B.B.A., Loyola Marymount University	Professor and Associate Dean for Innovation & Strategic Partnerships <a href="#">Department of Educational Leadership, Evaluation and Organizational Development</a>
Laura Wiengartner, PhD (P)	ELFH 685: Evidence Based Teaching in Health Professions Education (3 cr.)	Doctor of Philosophy-PhD Biology and Evolutionary Genetics, Indiana University.  Master of Science Molecular Evolution, Miami University  B.S. Biology and Science Education Miami University	Research Manager in the Medical Education Research Unit

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

**Course Title (CIP)**

**Degree Program Core Courses (i.e., Courses required by ALL students in the Major--includes Premajor or Preprofessional courses)**

Course Prefix	Course #	Course Title	Course Description	Type of Course: program core ( C ) or pre-major/pre-professional ( P )	Credit Hours	Existing ( E ) or New ( N ) Course
LEAD	665	Foundations of HPE	This course provides a solid foundation to the profession of health education through a focus on professional roles and responsibilities, ethics and cultural competence, leadership and collaboration, and the adult learner. Additionally, as an introduction to the profession, this course includes an overview of teaching and learning in health professions education, instructional strategies, assessment, evidence-based practice and research.	( C )	3	( E )
LEAD	675	Teaching & Learning in HPE	Teaching and Learning in Health Professions Education: This course introduces the principles and theories of teaching and learning within health professions education. Within a health context, this course will cover planning and preparing to teach, student motivation and engagement, and assessing the teaching-learning environment.	( C )	3	( E )
LEAD	676	Instructional Strategies in HPE	This course is designed to facilitate understanding of instructional strategies and their effective application in the classroom and clinical settings. Through a hands-on approach to learning, participants will learn to apply effective strategies that stimulate critical thinking and creativity and promote cooperative learning. Teaching methods to be covered include presentation and facilitation skills, teaching at the bedside, appropriate use of instructional technology, and assessment of teaching effectiveness.	( C )	3	( E )
LEAD	685	Evidence Based Teaching in HPE	Through a clinical model, this course covers evidence-based decision-making as it applies to assessment of teaching effectiveness, action research, scholarly research, and program evaluation. Coursework will be tailored to the interests and current role of the learner and culminate in a scholarly project where learners will demonstrate competence in evidence-based decision-making and Health Professions Education competencies.	( C )	3	( E )
LEAD	607	Principles of Educational Leadership	Examines: Concepts, analytical tools, case material, and organizational theories from the public, business, and educational administration sectors.	( C )	3	( E )
LEAD	666	Program Development & Assessment in Higher Ed	Analysis and application of organizational/situational analyses and needs, and organizational responses through program design, development, implementation, student assessment measurements, and evaluation.	( C )	3	( E )
LEAD	694	Diversity in Higher Education	This course explores the relationships among major forms of diversity (e.g., religion, class, race, ethnicity, gender, ability, age, sexual orientation, nationality, nativism) and higher education.	( C )	3	( E )
LEAD	661	Adult & Organizational Learning	Psychology applied to adult learning and organizational settings. Examines learning from both individual/team and organizational levels. Utilization of theories to increase individual and organizational performance through sustained and effective learning.	( C )	3	( E )
LEAD	690	Professional Project in Higher Education; Exit Requirement Practicum	Through a clinical model, this course covers evidence-based decision-making as it applies to assessment of teaching effectiveness, action research, scholarly research, and program evaluation. Coursework will be tailored to the interests and current role of the learner and culminate in a scholarly project where learners will demonstrate competence in evidence-based decision-making and Health Professions Education competencies.	( C )	3	( E )

**Total Credit hours Required for Program Core (i.e., # of hours in degree program core)** **Note: number recorded will automatically populate Core Hours in "Summary of Total Program Hours" table**

**27** **NA**

**Core Courses Required for Track(s), Concentration(s), or Speciality(s) (if applicable) -Not Applicable**

Course Prefix	Course #	Course Title	Course Description	Course Required for Track (T), Concentration ( C ) or Specialty ( S )	Credit Hours	Existing ( E ) or New ( N ) Course
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<b>Total Credit hours Required for Program Options (Track(s), Concentration(s), or Speciality) (if applicable)</b>				<b>Note: number recorded will automatically populate Program Option hours in "Summary of Total Program Hours" table</b>		<b>0</b>	<b>NA</b>
<b>GUIDED Elective Courses (i.e., Specified list of Program Electives AND/OR Electives focused on a specific track/concentration/or speciality) (if applicable) -Not Applicable</b>							
Course Prefix	Course #	Course Title	Course Description	Course Required for Program (P), Track (T), Concentration (C) or Speciality (S)	Credit Hours	Existing ( E ) or New (N) Course	
<b># of REQUIRED Credit hours in Guided Electives (i.e., electives for a focused or track/concentration/speciality are). If 9 hours is required and there are 15 hours to choose from, then only 9 hours are required)</b>						<b>NA</b>	
<b>FREE Elective Courses (i.e, general program electives, open to the students to choose) (if applicable) Total of SIX elective hours are required from the list below.</b>							
Course Prefix	Course #	Course Title	Course Description	Course Required for Program (P), Track (T), Concentration (C) or	Credit Hours	Existing ( E ) or New (N) Course	
LEAD	681	Philosophy of Higher Education	This course focuses on analyzing competing philosophies of higher education, with the purpose of helping students construct consistent sets of beliefs about values in higher education as a guide to administrative and academic decisions.	( E )	3	( E )	
LEAD	678	The American College and University	Examination of historical development of the American college, community college, and university, including major ideas and concepts underlying these developments and major problems affecting present institutions of higher learning.	( E )	3	( E )	
LEAD	600	Introduction to Research Methods and Statistics	Critical examination of research in education. Emphasis given to historical, empirical, and experimental methods of research; to techniques of research design and statistical analysis; and to skills in writing reviews and critiques of research literature.	( E )		( E )	
LEAD	668	Academic Advising	Focuses on the history, foundation, and professional practices of academic advising as an essential component of student persistence and success at postsecondary institutions.	( E )		( E )	
LEAD	670	Instructional Strategies	In this course, we will focus on what scholarly research can tell us about why we set up learning experiences the way that we do, as well as how we can apply these research findings in the contexts and situations where you are interacting with students. We will also examine the roadblocks that arise in implementing research-based plans and practices, and practice problem-solving to work around these roadblocks. We will also explore ways to critique and evaluate instructional plans and interactions, as well as ways of using these critiques and evaluations to improve instructional design, teaching, and learning.	( E )		( E )	
LEAD	687	Education Policy and Equity	This course explores the policy making process, stages of implementation, and analysis of education policies. Federal and state-based policies across the P-20 education spectrum will be covered.	( E )		( E )	
<b>Total # of Credit Hours in Free Electives (i.e., general program electives) (if applicable)</b>				<b>Note: number recorded will</b>		<b>6</b>	<b>NA</b>
<b>Summary of Total Program Hours</b>				<b>Required Core Hours (i.e., # of hours in degree program core)</b>		<b>27</b>	<b>NA</b>
				<b>Required Program Options - Track/Concentration/Specialty Hours (if applicable)</b>		<b>0</b>	<b>NA</b>
				<b>Guided Elective Hours (e.g., focused or track/concentration/speciality area specific electives) (if applicable)</b>		<b>0</b>	<b>NA</b>
				<b>Free Elective Hours (i.e., general program electives) (if applicable)</b>		<b>6</b>	<b>NA</b>
				<b>Total # of credit hours required for Program</b>		<b>33</b>	<b>NA</b>
<b>Information to be completed by PIE Office</b>				<b># of new courses</b>			<b>NA</b>
				<b>Total # of Courses (includes new and existing)</b>			<b>NA</b>
				<b>Percentage of new courses (more than 25% may require SACS Substantive Change)</b>		<b>#VALUE!</b>	<b>NA</b>



August 3, 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 MS in Health Professions Education. Our attached review indicates that the Libraries have adequate resources to support this proposal and no new resources would be required though additional materials may be added going forward as resources permit.

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

Sincerely,



Robert E. Fox, Jr.  
Dean, University Libraries

CC: Fannie Cox  
Bruce Keisling  
Katie Niehaus  
Claudene Sproles

**EVALUATION OF LIBRARY RESOURCES  
ESSENTIAL TO THE SUPPORT OF:**

**PROPOSED MASTER OF SCIENCE IN HEALTH PROFESSIONS EDUCATION**

By

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

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

## OVERVIEW

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

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

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

## COLLECTIONS

### I. BOOK COLLECTION

Table I describes relevant subject areas that support a Master of Science in Health Professions Education at Ekstrom Library. This Collection Analysis compares the library collections to comparable programs at UofL's Benchmark academic institutions. The purpose of the holdings comparison with our benchmark institutions is to determine whether a gap exist and whether additional funding is needed.

TABLE I. Book Holdings\*

<b>Subject</b>	<b>University of Louisville</b>	<b>University of Cincinnati</b>	<b>University of Illinois at Chicago</b>	<b>University of Pittsburgh</b>
Business & Economics	1,409	4,915	5,003	6,979
Health Professions	456	461	1,707	710
Public Health	10,508	7,945	16,584	14,835
Medicine	392	2,632	4,967	3,673

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

Table I provides a comparison of UofL library book titles held on the subject areas of Business and Economics, Health Professions, Public Health, and Medicine and three benchmark institutions that support comparable programs at the University of Cincinnati (CIN), University of Illinois at Chicago (IAX/IAY), and the University of Pittsburgh (PIT). The comparisons are:

- A search on the topics of Business and Economics in WorldCat, the online union catalog indicates that UofL has 3,506 less monographs than CIN. PIT has 5,570 more monographs than UofL and the IAX/IAY has 3,594 more monographs than UofL.
- When comparing the book titles for Health Professions, UofL has five fewer than CIN, 1,251 less than IAX/IAY, and 254 less than PIT.
- When comparing the number of books for Public Health, UofL has 2,563 more books when compared to CIN, IAX/IAY has 6,076 more than UofL, and when compared to PIT, UofL has 4,327 less books.
- When comparing the number of books for Medicine, UofL has 2240 less books than CIN, 4575 less books than IAX/IAY, and 3281 less books than PIT.

While a difference does exist for the number of book titles on the subject of Health Professions. The differences are relatively small. For Business and Economics, Public Health, and Medicine the differences are greater with our number of books being less than the other libraries. Even though, these differences are primarily due to budget restrictions for the last several years, many books were not purchased. We feel our holdings should be adequate for the proposed Master of Science in Health Professions Education.

## II. PERIODICAL COLLECTION

The University of Louisville Libraries currently receives the following periodicals relevant to the proposed Master of Science in Health Professions Education.

TABLE II. Periodical Holdings Relevant to Health Professions Education

Academic pediatric
Advances in pediatrics
African Journal of Health Professions Education
Alcohol health and research world
Alcohol, drug abuse, mental health, research grant awards
American journal of health education
Archives of clinical neuropsychology
Asia-Pacific psychiatry
Clinical and translational neuroscience
Collegian
Current health teens
Drug intelligence
Environment
European stroke journal
Evaluation & the health professions
Frontiers of medicine

Hawaii medical journal
Health and welfare benefit plans
Health education & behavior
Health education journal
Health education monographs
Health education quarterly
Health education
Health facts
Health policy
Health professions education HPE
Health promotion international
Health promotion practice
Health services reports
Health values
Health, United States
Housing, care and support
International journal of community health and medical research
International journal of nursing studies
International journal of workplace health management
Iraqi journal of medical sciences
Journal of allied health
Journal of American College Health
Journal of best practices in health professions diversity
Journal of child and adolescent psychiatric nursing
Journal of emergencies, trauma and shock
Journal of genetic psychology
Journal of health and human resources administration
Journal of health and human services administration
Journal of motor behavior
Journal of neonatal-perinatal medicine
Journal of nutrition education and behavior
Journal of physical education, recreation & dance
Journal of psychosocial nursing and mental health services
Journal of the American Medical Informatics Association
Journal of the American Society of Cytopathology
Journal of the National Cancer Institute
Measurement and evaluation in counseling and development (American Counseling Association)
Midwifery today with international midwife
Monographs of the Society for Research in Child Development
NASNewsletter
New Zealand journal of music therapy
New Zealand physical educator : journal of Physical Education New Zealand = Te ao kori Aotearoa

Nurse education in practice
Nursing & health care perspectives
Nursing education perspectives
Nursing outlook
Patient counselling and health education
Patient education and counseling
Pedagogy in health promotion
Pediatrics
Perspectivas en nutrición humana : órgano de divulgación académica de la Escolar de Nutrición y Dietética de la Universidad de Antioquia
Peterson's graduate programs in biological/biomedical sciences & health-related medical professions
Psychosocial rehabilitation journal
Public health reports
Revista baiana de enfermagem = Bahia Journal of Nursing
Schizophrenia bulletin
The economic research guardian
The Exceptional parent
The gerontologist
The international quarterly of community health education
The journal of health administration education
The Journal of human resources
The Journal of perinatal education : an ASPO/Lamaze publication.
The Journal of school health
The pediatric clinics of North America
Wiener klinische Wochenschrift. Education

### III. BIBLIOGRAPHIC RESOURCES

#### Additional Resources

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

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

ABI/INFORM Collection (Global, Research, Trade & Industry)
Academic Search Premier (EBSCO)
ACM Digital Library
ACM Guide to Computer Literature
BIOSIS Citation Index
BrowZine for Health Sciences
Business and Industry
Business Source Premier
CardioSource Plus
Clinical Key
CINAHL with Full Text
EBSCO Discovery for Health Sciences
Health Library
Institute for Healthcare Improvement Open School Courses
JoVE - The Journal of Visualized Experiments
JSTOR
Lexicomp Online for Dentistry
Lexicomp Online for Medicine
Masterfile Premier
Medical Letter
MEDLINE
Micromedex
Natural Medicines
Natural Protocols
Nursing Education in Video
OAlster
Ovid
ProQuest Career and Technical Education Database
ProQuest Direct
ProQuest Dissertations and Theses
SAGE Research Methods
Small Business Reference Center
Springer Journals
STAT!Ref
Statista
University of Louisville Electronic Theses & Dissertations
Visible Body Anatomy and Physiology
Visible Body Human Anatomy Atlas
VisualDx
Web of Science
Wiley Online Library

## **IV. SERVICES**

### **Information Literacy Instruction and Research Assistance**

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

However due to the Coronavirus (COVID-19), in-person reference assistance has been suspended until further notice. Many options exist for reference assistance: research chat service, online research appointments with research faculty and staff via telephone, e-mail, and various virtual platforms (e.g. Blackboard, Microsoft Teams, Skype, etc.). We can also create tutorials, videos, or other content tailored to your class. In addition, LibGuides (Library Guides/Pathfinders) can also be developed to create a tailored webpage of the libraries information resources specific to a class, degree, and/or subject area. Additionally, the RAI website includes a wide variety of basic and advanced tutorials/lessons on our Research DIY and Productive Researcher platforms.

### **Inter-Library Loan\* and Document Delivery\***

\*Outgoing Interlibrary Loan requests for physical materials are suspended, but requests for PDFs of articles will be filled as available.

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

## **V. STAFFING**

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

## **VI. CONCLUSION**

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



book collections as they become available and we will allocate budgets for monographs in the coming years for our continued support of this program.

# ANDREW L. MCCART, PhD, MBA

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

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

## **Professional Experience**

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

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

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

### **INSTRUCTIONAL DESIGN, LEADERSHIP TRAINING, LEARNING MANAGEMENT**

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

### **DRIVING QUALITY IMPROVEMENT, COACHING AND MENTORING LEADERS**

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

### **CHANGE MANAGEMENT, ORGANIZATIONAL DEVELOPMENT, MANAGEMENT CONSULTING**

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

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

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

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

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

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

## **EDUCATION**

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

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

**Master of Business Administration,** Indiana University Southeast, August 2007

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

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

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

## **COMMUNITY INVOLVEMENT AND VOLUNTEER ACTIVITIES**

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

Teaching wellness classes at Family Health Centers and Baptist Health Floyd

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

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

Member of Orleans Lodge #153, Free and Accepted Masons

Eagle Scout and Lodge Chief in Boy Scouts of America

### **COURSES TAUGHT AT THE COLLEGIATE LEVEL**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Publications and Presentations**

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

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

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

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

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

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

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

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

### **External grants and contracts awarded**

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

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

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

### **Engagement Activities**

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

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

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



Examination of Workplace Wellness Factors, January 2017 – May 2017

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

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

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

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

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

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

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

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

**APPENDIX B: HALLMARK ASSESSMENT TASKS (HAT) RUBRICS**

MS Health Professions Education (HPE) Proposal  
E.2.e Benchmark Targets To Be Achieved

**LEAD 607** NO HAT IN SYLLABUS  
**LEAD 661**

**Grading Rubric for Learning Theory Project Final Report**

	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Needs Improvement</b>
<b>Part 1: Organizational Context</b>	<b>10 Points</b> The organizational context in which the presentation was facilitated is described in great detail, including the purpose of the presentation, participants learning background and history, and the facilitator's association with the organization is described.	<b>6-9 Points</b> The organization is briefly described and the participants attending the presentation are mentioned. The presentation purpose is limited.	<b>&lt; 6 Points</b> The organization, participants, and purpose of the presentation are not well described and are lacking key information.
<b>Part 2: Presentation Overview</b>	<b>20 Points</b> The best practices outlined in other projects are summarized and are directly connected to the specific instructional methods employed during the presentation. The best practices are fully utilized and are appropriate to the organizational context/topic	<b>16-19 Points</b> The best practices are described and are connected to the different instructional methods. The best practices are partially implemented and are appropriate to the organizational context/topic	<b>&lt; 16 Points</b> The best practices are not well described and the connection to the instructional methods is not clear. The best practices are partially implemented and the appropriateness to the organizational context/topic is limited.
<b>Part 3: Participant Perceptions and Feedback</b>	<b>20 Points</b> The perceptions of the participants are thoroughly described through data collection (course evaluations) or focus group discussions. The perceptions are critically analyzed and at least three main themes are discussed in terms of facilitation improvement and/or best practices related to the organizational context/topic	<b>16-19 Points</b> The perceptions of the participants are described as collected through course evaluations or focus groups. A low-level analysis is completed and themes are discussed as related to the organizational context/topic	<b>&lt; 16 Points</b> The perceptions of the participants are briefly described. Data collection through course evaluations or focus groups is limited and main themes hold limited value to the organizational context/topic
<b>Part 4: Literature, Best Practices, and Application Comparison</b>	<b>50 Points</b> Each best practice is evaluated against direct observations and participant feedback. Critical analysis was completed to draw supported conclusions between prior literature, best practices, application experiences, as well as recommendations for other facilitators in a variety of organizational contexts	<b>45-50 Points</b> The best practices are evaluated and compared against direct observations and participant feedback. A high-level analysis was completed to draw conclusions between prior literature, best practices and application experiences. Recommendations were provided.	<b>&lt; 45 Points</b> The best practices are compared against observations or participant feedback. Analysis was lacking to draw conclusions between prior literature, best practices and application experiences. Recommendations were limited.

**APPENDIX B: HALLMARK ASSESSMENT TASKS (HAT) RUBRICS**

MS Health Professions Education (HPE) Proposal

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**LEAD 665 Hallmark Assessment Task (HAT) Personal Teaching Statement****Personal Teaching Statement Rubric**

Statement of Health Professions Education	Needs Improvement (0-4)	Satisfactory (5-8)	High Performance (9-10)
<b>Perspective on Health Professions Education</b>	No overarching statement regarding the purpose of Health Professions Education.	General statement of the value of health professions education, with a discussion of commitment to working in the field.	A clear statement of overall purpose of health profession education, detailing why the author is committed to working in the field.
<b>Perspective on adult learners</b>	The candidate does not clearly articulate views of the adult learner	Candidate provides an adequate description of his/her views of the adult learner	Candidate provides clear and articulate views of his/her philosophy of the adult learner
<b>Incorporation of Relevant Course Content/Research</b>	Lacks any indication of familiarity with a professional discourse on educational issues	Professional language and theories are cited, but rather imprecisely/inadequately	Significant and appropriate use of relevant professional language and theories
<b>Grammar/Conventions and APA</b>	Unclear, poorly organized and/or contains several mistakes	Generally clear, although it may include some limited organizational problems and/or other mistakes	Clear, precise, well organized, and almost mistake-free

## APPENDIX B: HALLMARK ASSESSMENT TASKS (HAT) RUBRICS

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### LEAD 666

#### 10) Hallmark Assessment Task (HAT) Assignment

The HAT rubric is based on the course structure and taken directly from the ACPA/NASPA competencies.	Exceeds Expectations	Meets Expectations	Marginal Performance, Slightly Below Expectations	Does Not Meet Expectations
Accurately interprets evidence, statements, graphics, and questions.	4	3	2	1
Identifies the salient arguments (reasons and claims).	4	3	2	1
Differentiates among assessment, program review, evaluation, planning, and research as well as the methods appropriate to each purpose.	4	3	2	1
Considers rudimentary strengths and limitations of various methodological AER approaches in the application of findings to practice in diverse institutional settings and with diverse student populations.	4	3	2	1
Selects and facilitates appropriate data collection for system/department-wide assessment and evaluation efforts using current technology and methods.	4	3	2	1
Conducts a situational analysis and organizational needs assessment using a 6-step approach (i.e., impact, approaches, awareness, outcomes, demand, and credibility).	4	3	2	1
Assesses and applies relevant literature to understand the situation and generate solutions.	4	3	2	1
Effectively articulates, interprets, and applies results of AER reports and studies, including professional literature.	4	3	2	1
Assesses the legitimacy, trustworthiness, and/ or validity of studies of various methods and methodological designs (e.g. qualitative vs. quantitative, theoretical perspective, epistemological approach).	4	3	2	1

**APPENDIX B: HALLMARK ASSESSMENT TASKS (HAT) RUBRICS**

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Identifies the political and educational sensitivity of raw and partially processed data and AER results, handling them with appropriate confidentiality and deference to organizational hierarchies	4	3	2	1
Uses culturally relevant and culturally appropriate terminology and methods to conduct and report AER findings	4	3	2	1
Designs and develops a program that aligns with need, capacity, learning goals/outcomes, empirical research, and best practices in design principles.	4	3	2	1
Measures impacts that advance student learning gains and other performance successes.	4	3	2	1
Constructs a preliminary improvement plan using data informed decision making practices.	4	3	2	1

**APPENDIX B: HALLMARK ASSESSMENT TASKS (HAT) RUBRICS**

MS Health Professions Education (HPE) Proposal

E.2.e Benchmark Targets To Be Achieved

**LEAD 675**

Proposed Rubric for Syllabus Design (HAT) Assignment

Criteria	Exemplary	Competent	Does not meet Standards
<p><b>Construction, Clarity &amp; Format of Syllabus</b></p>	<p><b>22-25 Points</b></p> <p>The course format provides all of the important key elements necessary for a college-level course, including excellent topic headings, how learning will be assessed and grades determined. Syllabus includes rules and statements explaining assignments, important dates, and course and learning goals. Course includes appropriate use of technology when and where necessary. All choices provide learners with excellent description of responsibilities and expectations.</p> <p>Syllabus is exceptionally well-organized and the format is creative, visually appealing and learner-centered.</p>	<p><b>17-21 Points</b></p> <p>Course provides satisfactory description of course objectives, goals, for a college-level course with appropriate headings. Syllabus contains description of learning will be assessed and grades determined. Syllabus includes information about rules or policies related to course. Appropriate use of technology incorporated when/where necessary.</p> <p>Syllabus is satisfactorily organized and provides acceptable information for learners about expectations and responsibilities in the course. Syllabus format is appealing and appropriate for the design of course.</p>	<p><b>0-16 Points</b></p> <p>Course does not include adequate information about course goals and objectives, assignments, etc. There is inadequate to no explanation of how learning will be assessed and grades determined.</p> <p>The development of syllabus and course topics, assignments are not appropriate for a college-level course.</p> <p>Syllabus lacks organization and contains some errors. There are items missing from the syllabus that could create confusion/anxiety for learners. Rules and special policies are not clearly articulated. Syllabus format is not visually appealing or learner-centered.</p>

**APPENDIX B: HALLMARK ASSESSMENT TASKS (HAT) RUBRICS**

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<b>Reflection</b>	<b>13-15 Points</b>	<b>8-12 Points</b>	<b>0-7 Points</b>
	Reflection provides excellent rationale for construction of your syllabus. Rationale includes exceptional understanding for the choices in assignments, grading procedures, course readings, etc. Reflection includes evidence-based literature to support choices/construction of syllabus and knowledge of teaching/learning.	Reflection provides rationale for choices made in the construction and development of the syllabus. Good explanation for choices in assignments, readings, etc. is included. Narrative provides some evidence-based literature to support choices and construction of syllabus.	Reflection does not provide clear rationale for development/construction of syllabus or for the choices made in assignments, grading, course reading, etc. No research literature is included to support rationale or choices made in construction of syllabus.

**APPENDIX B: HALLMARK ASSESSMENT TASKS (HAT) RUBRICS**

MS Health Professions Education (HPE) Proposal

E.2.e Benchmark Targets To Be Achieved

**LEAD 676**

**Rubric for HAT Project: Lesson Plan HAT**

<b>Lesson plan rationale shows us how...</b>	<b>0-2 points</b>	<b>3-4 points</b>	<b>5-6 points</b>
Lesson connects to what students already know which benefits information processing (retrieving and connecting; Lang 2016).	The lesson plan does not build on students' prior learning.	The lesson plan somewhat builds on students' prior learning.	The lesson plan builds on students' prior learning.
Purpose, context, and application of lesson is made clear to students; aspects that will assist information processing and intrinsic motivation.	Purpose, context, and application is unclear to students.	Purpose, context, and application is somewhat clear to students.	Purpose, context, and application of lesson is made clear to students to assist with information processing and intrinsic motivation.
Lesson plan demonstrates an understanding of emotion's impact on learning.	Through the lesson plan's design, the instructor does not demonstrate an understanding of the role of emotion in learning.	Through the lesson plan's design, the instructor somewhat demonstrates an understanding of the role of emotion in learning.	Through the lesson plan's design, the instructor demonstrates an understanding of the role of emotion in learning (e.g. building on connectedness between students, thinking about positive energy at points during the lesson to focus attention, active/practice-oriented learning, etc.).
Opportunities for practice are included so students receive immediate feedback, build confidence with new knowledge/skill, and increase their competence.	Practice opportunities are not included in the lesson plan.	Practice opportunities somewhat incorporated.	Practicing skills/applying concepts are designed into the lesson.
Cadre includes at least 2 research-based articles in explaining their design rationale.	Fewer than 2 research-based articles included; limited connection	At least 2 research-based articles, but inadequate/incorrect connection between	At least 2 research-based articles are included in the paper with appropriate



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	between research and the lesson plan.	research and the lesson plan.	connections made to the lesson plan rationale.
TOTAL SCORE			

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MS Health Professions Education (HPE) Proposal

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### LEAD 681 Philosophy in Action Paper (HAT):

In this paper, you will (1) describe a contemporary educational issue (think ripped from the headlines but support with relevant scholarly sources), (2) describe two or more philosophical stances that will aid in your understanding the issue more fully, (3) analyze the issue via the two lenses, and conclude with a discussion of (4) how each lens helped/hindered understanding the issue and your concluding thoughts about (5) how to approach the issue through philosophically grounded practice. Each paper should utilize a minimum of 5 empirical sources which serve to strengthen your stance.

*Length:* 8-10 pages\*

Suggested paper outline

- I. Introduction (~1-2 pages)
  - a. Description of educational issue
  - b. Why this is of interest
  - c. Why leveraging philosophy is important to understanding educational issues
  - d. Purpose of paper (thesis)
- II. Lit review/conceptual framework (~1.5-2 pages)
  - a. Explain why these philosophies are appropriate to be used together (or in opposition) and why they are appropriate for the issue you chose.
  - b. Present the two (or more) philosophical approaches that you will use in your analysis.
- III. Analysis (~3-4 pages)
  - a. Analyze the issue through the first philosophical lens.
  - b. Analyze the issue through the second philosophical lens.
- IV. Discussion (discussion and other items you think are important) (~1-2 pages)
  - a. Discussion of how the issue and lenses worked together, including suggestion for future philosophical exploration of the issue.
  - b. Discussion of how each lens helped/hindered understanding the issue.
  - c. Discussion of 3-4 strategies/recommendations for practice regarding this issue.

\* All page limit requirements indicate both a *minimum* and a *maximum* with double-spaced text; the numbers do NOT encompass your cover page, references, tables, visuals, or appendices. There are not separate requirements for Master's and doctoral students, but I have higher standards for doctoral work.

## **APPENDIX B: HALLMARK ASSESSMENT TASKS (HAT) RUBRICS**

MS Health Professions Education (HPE) Proposal

E.2.e Benchmark Targets To Be Achieved

### **LEAD 685      HAT Teaching Observation Summary + Reflection**

Hallmark Assessment Task (HAT) Teaching Observation and Reflection Instructors may make evidence-based decisions about instructional strategies when planning a course, but how do we understand what actually happens during a teaching session? For the HAT, students will evaluate teaching strategies during classroom observations. The goal of this assignment is to put students in an educational setting to observe instruction as it actually happens in the classroom and clinic. Ideally, this experience will allow students to reflect on how evidence-based strategies are used effectively to more purposefully select instructional strategies. The HAT grading centers on the student's ability to articulate thoughts and integrate content from class into a thoughtful observation.

The HAT has two main components:

- 1) Observation Summary: Students will arrange two teaching observations—ideally one from a didactic setting and one from a clinical setting—and will collect data about teaching methods, which they will use to summarize and compare the teaching experiences.
- 2) Reflection: Students will consider what conclusions can be drawn from the two observations, such as: Was it difficult to categorize active and passive learning strategies? How well do collected data represent the experience? What evidence-based recommendations could improve the lesson?

**APPENDIX B: HALLMARK ASSESSMENT TASKS (HAT) RUBRICS**

MS Health Professions Education (HPE) Proposal

E.2.e Benchmark Targets To Be Achieved

**LEAD 694**

**Final Paper (HAT) Rubric**

Criteria	Insufficient Evidence (0)	Developing (1)	Target (2)	Exemplary (3)
<b>Organization and Structure Weighted</b>	The assignment is not sufficiently developed in this area to assess.	Thesis is confused or lack of thesis. No or little attention to audience, tone, and purpose. Organization confused or illogical.	Intelligible thesis statement that states the main purpose and scope of the paper. The paper is presented in a somewhat logical sequence and the audience has relatively little difficulty following.	Strong thesis statement that states the main purpose and scope of the paper. The paper is carefully organized and flows logically throughout. Clear understanding of audience, tone, and purpose.
<b>Foundational Content Weighted</b>	The assignment is not sufficiently developed in this area to assess.	Does not provide a critical review of efforts attempting to address issue. If historic or current efforts are highlighted, may provide a truncated view of efforts, exclude key efforts, and/or not articulate details about the efforts. Descriptions and resulting review lacks clarity and is underdeveloped.	Provides historical context and current efforts to address chosen diversity issue. May provide information about policies, programs, and other efforts that have attempted to address the issue. These descriptions may lack clarity or be underdeveloped, and lack critical and personal connection to issues discussed.	Provides critical historical context and current efforts to address chosen diversity issue. Provides ample and clear information about policies, programs, and other efforts that have attempted to address the issue. Discussion is insightful and sophisticated.
<b>Critical Analysis Weighted</b>	The assignment is not sufficiently developed in this area to assess.	Does not articulate the theory, model, and/or framework and/or its appropriateness. Descriptions and resulting review lacks clarity and is underdeveloped. Lacks critical reflection of how their own identities affect their understandings and perceptions of diversity.	Articulates the theory, model, and/or framework to be used and its appropriateness but explanation may lack clarity and/or specificity. These descriptions may lack clarity or be underdeveloped. Theory analysis integration and application may lack clarity and be underdeveloped. Reflects on how their own identities affect	Clearly articulates the theory, model, and/or framework to be used in the analysis and its appropriateness to the paper's purpose. Clear and nuanced discussion and analysis of theory, model, and/or framework. Theory analysis is integrated and application to the topic is clear and fully developed. Reflects critically and personally on how their own identities affect their understandings and perceptions of diversity.

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			their understandings and perceptions of diversity.	
<b>Recommendations Weighted</b>	The assignment is not sufficiently developed in this area to assess.	Recommendations for specific audiences within or related to higher education are not offered or are extremely vague and underdeveloped. If recommendations are provided, lacks innovation. Comparisons are not made to current efforts.	Offers recommendations but does not articulate the specific audiences within or related to higher education. Few details are provided. Recommendations are not innovative or realistic; may simply recommend currently existing efforts.	Offers 3-4 innovative, but realistic recommendations for specific audiences within or related to higher education (which are explicitly articulated). Recommendations are detailed, including considerations of design, implementation, and evaluation. Comparisons to current efforts are provided and preference for proposed recommendations are well argued.
<b>Evidence Weighted</b>	The assignment is not sufficiently developed in this area to assess.	Does not present research and data to describe and elucidate the current topic of diversity in higher education. Description of issue is unclear, unsupported by data, and/or underdeveloped. Does not utilize appropriate sources; overly relies on a particular source type, may not be able to leverage sources appropriately to address the paper topic.	Presents relevant research and data to describe and elucidate the current topic of diversity in higher education, but some data may be dated or inadequate and thus there may be a gap in presenting a holistic picture. Utilizes appropriate sources, including scholarly, empirical, governmental, non-profit, context-specific, and/or legal sources as needed to establish credibility, background, argument, and conclusion(s). Sources may lack needed scope, depth, breadth, or balance sufficient to address the topic.	Presents relevant research and data to describe and elucidate the current topic of diversity in higher education. Utilizes appropriate sources, including scholarly, empirical, governmental, non-profit, context-specific, and/or legal sources as needed to establish credibility, background, argument, and conclusion(s). Breadth and depth of sources appropriate. Sources align well with paper purpose and scope.

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<b>Writing and Mechanics Weighted</b>	The assignment is not sufficiently developed in this area to assess.	Sentence structure simplistic and unvaried. Patterns of grammatical, punctuation, spelling, capitalization, or usage errors. Evidence of academic irresponsibility, including notions of fairness, copyright, and/or plagiarism. Quotations from outside sources are not incorporated into own writing.	Contains some errors related to grammar, spelling, and/or mechanics. Errors are isolated. Sentence structure may be appropriate but not varied, or may sometimes be simplistic. Evidence of some academic responsibility (fairness, copyright, and plagiarism). Quotations from outside sources may not be incorporated into own writing.	Free of grammatical, spelling, and/or mechanical errors. Effective sentence structure, and well-chosen variety of sentence styles and length. The paper is well written and language is selected carefully. Evidence of academic responsibility (fairness, copyright, and free from plagiarism). Quotations from outside sources are incorporated into own writing. High level of sophistication, clarity, precision, and flow of communication.
<b>APA Guidelines Weighted</b>	<b>Insufficient Evidence (0)</b>	Not formatted using APA guidelines (or assigned style) or significant formatting errors. Many sources (in-text and/or reference list citations) are missing or are not cited properly.	Follows APA guidelines but a few errors are present. A few sources (in-text and/or reference list citations) may be missing or are not cited properly.	Follows APA guidelines. Sources (in-text and reference list citations) are cited properly.