

University of Louisville

New Academic Program Proposal Template

Certificate Programs

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

All forms are available at:

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

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

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

- Completed Proposal Template
- Proposed Program Curriculum (complete the table found in Appendix A of this proposal template)
- Course syllabi for any new course offerings
- SACSCOC Faculty Roster Form
- CV for Program Director/Coordinator
- Proposal Budget Form
- Letter of Support from the unit Dean
- [Letter of Support from the UofL Libraries](#)
- Letter(s) of Support from any units, departments, or internal or external entities that will be supporting the certificate program
- [Notice of Intent to Offer a Certificate Program Eligible for Financial Aid](#) (Stand-alone Certificates Only – See Section D.5) – Optional

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

General Program Information	
Date:	11/16/22
Program Name:	Business of Healthcare
Degree Level: Certificate	Undergraduate: _____ Graduate (select one of the following): Post-Baccalaureate <u> X </u> Post-Master's _____ Post-Professional _____
Minimum and Maximum Number of Credit Hours required:	9/9
Accreditation or Licensure Requirements (if applicable):	N/A
CIP Code:	52.0299
Department and Department Chair:	Management & Entrepreneurship, Ryan Quinn
School/College:	College of Business
Program Director and Contact (if different); (please also include title):	Beth Spurlin MD, PhD, MBA – Assistant Professor
Is an approval letter from the Education Professional Standards Board (EPSB) required for this program? If so, attach a copy to this proposal.	No
Proposed Implementation Date for Program (semester and year):	Spring 2024
Program Length (1 semester, 1 year or Average time to Completion)	1 semester (Spring)
Anticipated Date for Granting First Degree:	2024
Identify whether the program is 100% online, 100% face-to-face, or a combination of the two:	100% online curriculum
If the program plans to offer the certificate program as a stand-alone credential eligible for Title IV Financial Aid – See Section D.5	Complete Notice of Intent Form - http://louisville.edu/oapa/gainful-employment-policy

A. Centrality to UofL’s Mission and Strategic Plan

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

<p>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, degree level, length of the program, goals/objectives, rationale for program, skills or knowledge that students will acquire, relationship of program to general field).</p>
--

The College of Business proposes creating a Business of Healthcare graduate certificate. This certificate will train professional care providers with the knowledge and skills necessary to take on management roles in health systems or practices and will prepare MBA students to enter the health care industry. This certificate will cover topics such as health economics, health strategy, accounting and finance, population health, conflict management, building service lines, and health operations. Certificate courses will be offered in an online, asynchronous, five-week format. Initially, the courses will be offered during the Spring semester of each year. This allows for those who are in the MBA program to earn a certificate in the business of healthcare as part of their MBA electives. People may also take the certificate independent of the MBA or may take the certificate and then use certificate classes as their MBA electives.

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

The University of Louisville Strategic Plan focuses on making the University of Louisville a great place to learn, work, discover, and connect. A certificate in the business of health care helps to make the University a great place to learn because it provides immediately useful knowledge and skills, preparing students to become managers in one of the largest and most important industries in the country. This outcome is also consistent with the mission of the College of Business, which is to prepare students for responsible and rewarding careers, as well as to enhance the economic vitality of the city, the region, and the broader business community. This program will continue to build the reputation of the University of Louisville by providing the opportunities for ongoing learning and shaping healthcare leadership in our surrounding communities. Also, because many of the students in this program will be employees of the University of Louisville health system, it will also help them to build a better place to work. Developing a curriculum that meets the needs of our healthcare community, fosters an atmosphere to those who want to pursue career growth but more importantly provides the tools to understand the inter-workings of business with healthcare. The certificate will also provide us with opportunities to connect to people in our multiple health systems.

3. List the objectives of the proposed program.

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

The Business of Healthcare certificate has two primary objectives. The first is to prepare healthcare professionals to take on supervisory roles in health systems, such as division chief or chair of a department. The second is to provide the tools and insights needed to professionals from other industries who wish to enter the healthcare industry. The University of Louisville as well as the state of Kentucky take great pride in unique industries such as equine, distillery as well as brand management. While healthcare is not unique to Kentucky the healthcare industry employees over 30,000 Kentuckians and supports over 175 healthcare related businesses. Developing a curriculum that encompasses both the business side of medicine as well as the quality and service of healthcare is invaluable. Training leaders with diverse backgrounds is essential in forming a symbiotic relationship that would lead to an improvement in the overall health of our community while concurrently fostering a responsible financial mindset.

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

Please be clear and specific.

Students will also be admitted to the certificate program in one of two ways. Those who apply to earn the certificate independent of other degrees must apply to the graduate programs office in the College of Business, have a bachelor's degree from an accredited university, and submit an official transcript certifying a GPA of at least 2.0 in that undergraduate degree. MBA students may also earn the certificate using the

elective courses of their MBA degree as long as they are in good standing in their program. To graduate, students must complete the six courses of the certificate program with no less than a B in all classes.

B. Program Quality and Student Success

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

Students will be capable of taking on broader administrative roles within the healthcare industry, or will become capable of getting management jobs in the healthcare industry, because of their ability to:

- Assess the underlying economics, populations, and systems of the healthcare industry
- Develop strategy and launch initiatives within the industry
- Manage the operations, budget, and finances of units in health care organizations
- Acquire negotiation skills that can resolve conflicts productively, particularly regarding tensions between the business and the care sides of the work

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

Each course will have variable testing methodology that will evaluate the understanding of the concepts taught in each course. While some courses may have tests, online discussion forums, individual or group projects/presentations, literary search and papers, the culmination of the knowledge that the student will obtain will be assessed in multiple ways that would be instructor dependent. Goal is to have students achieve at least (80%) of students with at least a grade of B or better to have attained sufficient knowledge in the subject matter. Data will be collected at the end of year 1 of the certificate program for each course. Along with evaluations from the students the data will be utilized to determine if the goals of the instructors and the students align, what worked well and what could be improved on. If there are areas of concern each instructor can work with Delphi to improve the deficiency gap.

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

Would need to look at all students in the 7 courses (two courses are electives) but to adequately gauge the effectiveness of each separate course, the percent of those getting a B or better would be assessed. Data would be collected at the end of each course yearly.

4. Course Delivery Methods.

Please answer the following:

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

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

If yes, please check all that apply below.

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

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

a. If yes, please identify the agency.

b. If yes, will the program seek accreditation?

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

Please also submit a letter of support from the UofL Libraries. You can request this letter at <https://library.louisville.edu/forms/new-program-proposal>.

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

Library resources to support this program include thousands of books, decades of copies of 11 academic journals, and eight databases related to the business of healthcare. Further, we support the purchase of the following new ebooks for the library. The library letter of support will be included with this proposal.

- Service Business Model Innovation in Healthcare and Hospital Management: Models, Strategies, Tools.
- Theory and Practice of Business Intelligence in Healthcare.
- Handbook of Research on Healthcare Administration and Management.
- Healthcare Disrupted: Next Generation Business Models and Strategies.
- The Emerging Healthcare Leader: A Field Guide.

C. Program Demand/Unnecessary Duplication

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

Numbers for enrollment could vary widely, depending on several factors. On one hand, most of the certificate programs we have launched have grown slowly, and if this certificate follows that trend, then growth will be slow. On the other hand, surveyed a sample of medical professionals before launching this proposal, many of whom indicated a desire to take a program like this. We have also received interest from other parties. In this table, we will present the most conservative estimates, but include high-growth estimates in parentheses.

Academic Year	Certificates Conferred	Headcount Enrollment
2023-2024	7 (27)	8 (30)
2024-2025	10 (55)	11 (60)
2025-2026	12 (94)	14 (100)
2026-2027	15 (120)	17 (125)
2027-2028	17 (120)	20 (125)

To understand what this program may look like in terms of how MBA-seeking students using the certificate as a way to fit in with their electives will fit in with non-degree seeking students only earning their certificates, consider the following chart:

	Year 1	Year 2	Year 3	Year 4	Year 5
MBA students	28	30	30	32	32
Projected MBA student tuition revenue	\$0	\$9,070	\$9,070	\$18,140	\$18,140
Certificate only students	8	11	14	17	20
Projected certificate-only student tuition revenue (\$\$)	\$41,016	\$56,397	\$71,778	\$87,160	\$102,541

Tuition for the certificate is \$800 per credit hour for non-cohort students. Net tuition received by the college of business is \$569.67. Tuition from incremental additions of MBA students who are persuaded to earn their MBA because of the availability of the certificate would be less because per-credit-hour tuition and net tuition is lower (tuition is \$711 per credit hour; net tuition is \$503.89 per credit hour). The certificate is nine credit hours. Therefore, we calculated numbers in the table above by multiplying the credit hour net tuition by total credit hours and by number of students projected to earn the certificate. The MBA program does not have part-time students. Thus, we adapted this table to focus on incremental additions of MBA students and certificate-only students.

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

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

In our survey, 41% of health providers said they "Agreed" or "Agreed Completely" that they would take the certificate if we offered it (N=63). Further, our recruiting department tells us that they get frequent requests, on a regular basis, asking us if we have business of healthcare content, and the recruiters can hardly wait to tell them that we have a certificate to offer.

Also, the aging population of the United States will need more and more health care services, driving demand for more care providers, which in turn will drive demand for managers of care providers. Data from Gray & Associates suggests that business managers in health care organizations will be in the 99th percentile of growth in jobs in Kentucky and regionally, and in the 98th percentile for the nation. Care providers who are promoted to management positions seldom receive training in the business of health care, which we will provide.

In addition to new supervisors in the ranks of health care employees, there are also many business people who want to work in, or build businesses in, the healthcare industry. These people need training to understand the health care industry. Our experience with MBA students who want to get into the health care industry suggests a high demand for this kind of training, and our surveys and conversations with care providers suggest a strong need for providers to receive this training before taking on division chief or other, similar roles.

This program is designed for people who are already in the workforce, not for people entering for the first time. Professionals in industries who wish to switch industries are also already employed, such as our MBA students. Every year, it is common for 20-30 of our MBA students to take healthcare electives and to express an interest in getting into the healthcare industry. Many of them find employment in the industry upon completion of their degree, suggesting that there are positions for those who want to enter the industry. Further, the Bureau of Labor Statistics projects a growth in employment in the healthcare industry to be 16% from 2020 to 2030 (<https://www.bls.gov/ooh/healthcare/home.htm>).

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

Distinctive qualities include:

- A fully asynchronous program, so busy health care providers or businesspeople can work on the classes at times that work for them, instead of when the classes are provided.
- Classes that are immediately practical and useful to people learning to run large, expensive, complex healthcare units
- Nine credits of graduate training in the business of healthcare which can stand alone or serve as nine credits toward earning a 45-credit-hour MBA.

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

If yes, please explain.

These courses are designed for more non-traditional students that already work in healthcare or another industry. With the certificate program being 100% online, it would be open to anyone who has internet access and meet the admission requirements.

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

If so, please specify.

This program enhances the MBA program because it is stackable within that degree.

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

This certificate was designed by the College of Business with input from the School of Medicine. The College of Business is also paying 10% of Dr. Beth Spurlin's salary (rather than the School of Medicine) which formalizes further the relationship between our two units. The College of Business' Online Programs Office, Graduate Programs Office, and career services will also support this certificate program. We also consulted with the School of Public Health and Information Sciences. This was not an opportunity for direct collaboration because they teach classes on the traditional 15-week semester schedule, while our MBA program occurs in 5- or 10-week terms.

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

None

D. Cost

1. Will this program require additional resources? Yes No

If so, please provide a brief summary of new or additional resources that will be needed to implement this program over the next five years. Document the expected cost/expenditures in the table below.

Five of the seven classes in this certificate will be taught by adjunct professors or professors on x-pay. These instructors will be paid \$4,000 for each class they teach. At \$1,200 tuition per class, we only need four non-degree-seeking students to enroll to make up the cost of paying adjunct professors to teach the class. If we are unable to enroll that many students, the dean's office will cover the cost for a maximum of three years before re-evaluating and possibly dropping the program. We have planned to cover this possibility in the college's budget moving forward.

In the table below, the \$10,000 in "Other" is budgeted for marketing costs.

Adjunct faculty lines are \$4,000 + 8% FICA for each new class. In the first year, three new adjunct faculty will be hired to teach. In year two, if we meet projections, five of the seven classes will be divided into two sections, requiring five additional new instructors. (Two sections are "electives," and will not need to be divided.) Thus, there will be 8 new instructors in years 2-5). These projections are based on conservative estimates of enrollments.

The certificate director salary includes 22% for fringe benefits and a 2% raise per year.

Projected Expenses	Year 1		Year 2		Year 3		Year 4		Year 5		Five-Year Total	
	#	Cost	#	Cost	#	Cost	#	Cost	#	Cost	#	Cost
Faculty Lines (full-time, adjunct or part-time faculty)	3	\$12,960	8	\$34,560	8	\$34,560	8	\$34,560	8	\$34,560	35	\$151,200
Certificate director	1	\$27,776	1	\$28,331	1	\$28,898	1	\$29,476	1	\$30,065	1	\$144,546
Graduate Assistant Positions	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A
Library Support	N/A	\$1,210	0	N/A	0	N/A	0	N/A	0	N/A	0	\$1,210
Facilities, technology or equipment	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A
Other (please describe below the table)*		\$10,000		\$10,000		\$10,000		\$10,000		\$10,000		\$50,000
Total Projected Expenses		\$51,946		\$72,891		\$73,458		\$74,036		\$74,625		\$346,956

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

Found at:

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

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

3. Are new or additional faculty needed? Yes No

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

One new part time lecturer will be needed, and this person has already been found. Six of the seven classes are MBA electives.

We teach our MBA and MBA-related programs on a section leader model. This means that when class size reaches 30-35 students we divide the class in half, when it reaches around 60 students we divide it into thirds, and so on, so as to keep class sizes always as close to 25 students per instructor as possible.

4. Will this program impact existing programs and/or organizational units within UofL?

Yes No

If so, please describe the impact.

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

By developing this program as both a part of the MBA program and independent from the MBA program, and by coordinating with the Medical School and the School of Public Health and Information Sciences, we have tried to minimize the impact of this program on any other programs in the university. Instructors will be paid as adjunct professors or on x-pay.

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

Found at:

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

Notes for completing the Budget Spreadsheet:

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

Undergraduate*

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

Graduate/Professional*

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

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

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

Note that there are three tabs to the Budget spreadsheet.

Funding Sources tab:

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

Expenses tab:

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

Funding Source/Expenses Combined tab:

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

5. Financial Aid for Certificate Programs

Does the unit plan to offer this program as a stand-alone certificate eligible for Title IV Financial Aid?

Yes No

If yes, please review the following information:

Effective July 1, 2020, University of Louisville (UofL) students enrolled (half-time or more) in stand-alone certificate programs designated as financial aid eligible can be awarded funds. In order for a UofL certificate program to be deemed eligible for Title IV federal aid, it must:

- be one academic year in duration;
- be at least 24 credit hours for undergraduate certificates; be at least 9 credit hours for graduate certificates; and
- prepare students for gainful employment in a recognized occupation.

Academic units offering certificate programs must certify these credentials as Title IV eligible programs by submitting a [Notice of Intent to Offer a Certificate Program Eligible for Financial Aid](#). See the Gainful Employment Policy website for the intent form and other information - <http://louisville.edu/oapa/gainful-employment-policy>

Appendix A Program Curriculum

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

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

Prefix & Number	Course Title	Course Description	Credits	Required?	New	Existing	Revised	Offered Online?
	Healthcare Economics	This course is designed to introduce students to the ways economists analyze topics related to the production of health and the delivery of health care. Throughout the course, we will consider the role that incentives play in the health care sector by applying economic theory and methods to current issues in health policy, with a particular	1.5	X		X		X

		focus on the U.S. health care system.					
	Healthcare Systems & Population Health	In this course, we will explore the historical development of the U.S. healthcare system; engage in a comparative analysis of health systems around the world; and use leading causes of morbidity and mortality to highlight the broader system of health and health services in the U.S., including both public health and social policies, which together influence population health outcomes. This course is designed primarily for professionals who wish to move from another industry into the health care industry.	1.5	X* (Mandatory for those already having finance background or those in the MBA program).		X	X
	Healthcare	This course	1.5	X		X	X

	Strategy	builds on existing courses and frameworks to provide the tools necessary for crafting successful strategies for firms operating in the U.S. health sector. It introduces key strategic problems facing the complete set of healthcare organizations and develops strategic frameworks that can be applied in a variety of settings. This course will explicitly cover recent healthcare changes, including COVID-19 and how those can represent both opportunities and threats for participants in a variety of markets.						
	Healthcare Operations	This course introduces analytical tools for improving	1.5	X		X		X

		the quality and efficiency of healthcare operations, focusing on topics such as throughput, scheduling, quality control, resource allocation, capacity planning.						
	Conflict Management & Negotiations in Healthcare	A common experience for which many health professionals are not prepared is the amount of conflict that must be managed in a health system. Health organizations are almost designed for conflict, given the competing demands for patient care and financial solvency or even profitability. This course explores causes of conflict and approaches for productive resolution, such as	1.5	X		X		X

		uncovering hidden agendas, finding integrative solutions, maintaining respectful relationships, active listening, and so forth.						
	Business Planning for Healthcare Initiatives	This course walks students through the steps of building clinical service lines or practices, including the process of determining a budget, understanding how health and employment law apply, creating HR systems, and the other processes that make new health initiative mirror entrepreneurial ventures. It will be an applied, practical course, serving as a capstone for the certificate.	1.5	X		X		X
	Healthcare Budgeting &	Introductory course for	1.5	X* (Mandatory)	X			X

