

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:	June 9, 2023
Program Name:	Healthcare Quality and Project Management (certificate)
Degree Level:	Undergraduate: _____ Graduate (select one of the following): Post-Baccalaureate X Post-Master's _____ Post-Professional _____
Minimum and Maximum Number of Credit Hours required:	15
Accreditation or Licensure Requirements (if applicable):	None (currently)
CIP Code:	52.0299
Department and Department Chair:	HMSS, Dr. Christopher Johnson
School/College:	SPHIS
Program Director and Contact (if different); (please also include title):	Dr. Lee Bewley, Program Director
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)	~6 months or 3 8-week mini-terms
Anticipated Date for Granting First Degree:	Fall 2024
Identify whether the program is 100% online, 100% face-to-face, or a combination of the two:	100% online
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>
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The graduate certificate in Healthcare Quality and Project Management will be delivered through currently offered core classes in the online track of the Master of Science in Health Administration (MSHA) program. This certificate provides students the foundational competencies of Healthcare Management: governance and management of healthcare organizations, healthcare strategic management, project management for population health, health operations management and science, and healthcare marketing. We expect healthcare providers (physicians, nurses, dentists), allied health providers, and early healthcare management careerists (pre-graduate level) to seek, complete the certificate to provide ad hoc, incremental development for current, future health organizational roles. We also intend for this certificate to be stackable, in accordance with University of Louisville academic program guidelines, toward the MSHA degree program for those certificate graduates that seek a full graduate degree development and credential.

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

The SPHIS Mission: We are a metropolitan school that pursues excellence and inclusiveness through bold, strategic, and collaborative approaches to education, research, community engagement, policy, and practice. We strive to protect and improve public health and healthcare delivery systems in Louisville, the Commonwealth of Kentucky, the United States, and with our global partners.

The University of Louisville's Mission Statement: The University of Louisville pursues excellence and inclusiveness in its work to educate and serve its community through:

1. teaching diverse undergraduate, graduate, and professional students in order to develop engaged citizens, leaders, and scholars,
2. practicing and applying research, scholarship, and creative activity, and
3. providing engaged service and outreach that improve the quality of life for local and global communities.

The University is committed to achieving preeminence as a premier anti-racist metropolitan research university.

MSHA Program's Mission, Vision, and Values:

Mission: To achieve excellence and inclusiveness in graduate-level healthcare management education through teaching, service, and research focused on the development of competent early and mid-careerist organizational healthcare leaders and population health management.

Vision: To serve students from within the Commonwealth of Kentucky and across the United States through our excellence in teaching, service, and research.

Values: The Master of Science in Health Administration program embraces the following values in building future healthcare leaders in support of our mission and vision:

- Caring: We genuinely show concern for colleagues, students, and the community, demonstrating a commitment to compassion and respect towards one another on a perpetual basis.
- Altruism: We aim to make meaningful, positive differences for all others as we engage the community to improve population health.
- Responsibility: We hold ourselves accountable for acting professionally with integrity and embracing the diversity that exists within our program and community as we meet our mission.
- Dedication: We are dedicated to working as a team to support our vision and achieve excellence through our teaching, service, and research.
- Service-oriented: We embrace a culture predicated on serving the needs of our students, colleagues, and our community to positively influence quality of life, career, and health outcomes.

Bottom-line: Our institution, school, and program exist in a regional healthcare center with multiple, large-scale employers that continuously need human capital development services, particularly, healthcare management, to more effectively and efficiently utilized scarce resources to serve people and communities.

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.

#1: The certificate program will develop and enable graduates to competently complete healthcare management role responsibilities and maintain, extend employment.

#2: Incrementally enhance enrollment revenue through certificate enrollments and then follow-on online MSHA track enrollments.

Educational Objectives:

- An introduction to strategic management within contemporary healthcare organizations and markets. Lectures and assignments will focus on various topics including organizational strategy formulation, implementation, and evaluation.
- An overview of key concepts and issues surrounding the adoption and use of information systems for population health management.
- An introduction to key concepts and issues surrounding the adoption and use of information systems and the use of quality assessment processes within health care organizations.
- An analysis of the key concepts and methodologies involved in managing projects and the use of specific project management tools and processes within health care organizations.
- An overview and review of the field of operations management as applied to healthcare organizations. It demonstrates the important relationship between operations research and the management science of complex healthcare delivery organizations.

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

Please be clear and specific.

- Bachelor's degree from an accredited institution
- Minimum undergraduate GPA of 2.75

- Updated resume or curriculum vitae (admissions committee will review for healthcare experience)
- One-page personal statement written by the applicant that is a clear, substantive description of his or her goals in public health and health care management
- Note: Admission into the MSHA program is a completely separate and required process.
- Note: MSHA graduates or currently enrolled MSHA students are not intended to be eligible to receive this healthcare management certificate as the CAHME-accredited degree is appropriate and sufficient development and credentialing.
- Note: formerly enrolled MSHA students may apply for certificate admission and utilize previously earned credits (grades of B or higher) toward certificate completion.
- Note: Students that have successfully completed required courses in another healthcare management certificate provided by the School of Public Health and Information Sciences within the past three years will not be required to retake the required course.
- Graduation requirements (provide specifics)
 - Students must complete all five classes with grades of B or higher.

B. Program Quality and Student Success

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

SLO 1 Competency Related to Content Knowledge: Apply the concepts, principles, and techniques addressed by the required courses to healthcare management.

SLO 2 Competency Related to Engagement in Research: N/A – not a research-oriented program.

SLO 3 Competency Related to Professional Practice and Training Experiences: Exhibit competencies identified in the course learning objectives.

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).

Measure 1:
Students will complete all formative and summative assessments within each required course. Data will be collected at the end of each term.

Measure 2: N/A

Measure 3:
Students will be evaluated for level of competency attainment for each competency within each required course. Course faculty will complete a competency evaluation for each student at the end of each term.

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.

Target 1:

90% of students will earn a B or higher for each required course.

Major deliverables will be graded by a rubric found in the respective course syllabus.

Target 2: N/A

Target 3:

80% of students will achieve evaluation of "Competent" for all competencies within each required course.

Competencies are evaluated via electronic survey on a basis of "Competent", "Developing", or "None\Not observed".

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
- NOTE:** *Standard 8-week online course sections.*
- 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?

Note: The base MSHA program is already accredited by the Commission on Accreditation of Healthcare Management Education (CAHME). CAHME is considering offering accreditation for certificate program as no other relevant body accredits healthcare management certificate programs.

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.

Letter of Support attached. We expect that our students will utilize library services as required.

C. Program Demand/Unnecessary Duplication

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

Academic Year	Degrees Conferred	Headcount Enrollment (Fall term)
2023-2024	0	3
2024-2025	3	6
2025-2026	4	9
2026-2027	7	14
2027-2028	10	21

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.

This program will serve students who are working in the health sector, but want to enhance their skills to assume leadership and management roles within healthcare organizations. This certificate will provide students with new skills, competencies to advance their career in the health sector. We expect that a portion of certificate program graduates to apply to the University of Louisville MSHA program in order to “stack” their earned certificate toward a degree consistent with the program’s admissions requirements and university standards for within institution credit transfer that limits credit transfer from only one certificate program to a graduate degree.

The program is 100% online with asynchronous course design and will have courses offered in five (5) eight-week mini-terms through the academic year in order to provide flexible, accessible enrollment opportunities.

Market research in the Healthcare Management higher education space shows a need for Healthcare Management graduate certificates. The HMSS department sees efficiencies in packaging current courses from the MSHA program as graduate certificates. These certificates provide a survey of foundational skills in Healthcare Management to early and mid-careerists. The certificates introduce

the MSHA program to new audiences of adult learners and serve as stackable credentials to professionals pursuing the MSHA degree and may encourage certificate-seeking students to pursue the MSHA degree. Advisory board leaders representing University of Louisville Health System, Norton Healthcare, Humana, and Baptist Healthcare directly supported offering graduate level healthcare management certificates based on our CAHME-accredited MSHA program to enable associates within their organizations, particularly clinically-oriented members, to enhance capacity for administrative and management roles.

Nine of the top eleven Healthcare Management/Health Administration programs on the 2022 US News and World Report rankings offer graduate certificates in a Healthcare Management topic or topics. Further, the HMSS Advisory Board and Executives-in-Residence have expressed support of the proposed Healthcare Management Certificate Programs. Locally, IUPUI, the University of Kentucky, the University of Cincinnati, and Indiana University offer a variety of graduate certificates in this discipline. These certificates accompany their master's degrees in healthcare management and related topics, such as Healthcare Management, Healthcare Finance, Health Information Management, and others.

As a CAHME-Accredited program, the UofL MSHA program can send a strong statement to the marketplace by offering certificates in Healthcare Management topics. Industry professionals in the health sector are a natural audience to pursue these certificates and the Louisville market has several large healthcare organizations. Louisville Business First states that the "(healthcare) segment of the Louisville economy produces up to \$90 billion in revenue and employs about 375,000 people." According to the Bureau of Labor Statistics, "employment of medical and health services managers is projected to grow 32 percent from 2020 to 2030, much faster than the average for all occupations." Further, faculty, residents, staff, and other students in UofL's Health Sciences and Belknap programs are eligible to participate in and benefit from these Healthcare Management graduate certificates .

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

This certificate program is directly tied to a CAHME-accredited MSHA program nationally-ranked by US News (#32 of 141 programs in the United States and Canada) designed, taught, and managed by nationally-acclaimed healthcare management and policy faculty including multiple board-certified (FACHE) healthcare executives. The program is based in a Council on Education for Public Health (CEPH)-accredited institution.

Bottom-line: This certificate program has a distinct competitive advantages of accreditation, national standing, and content of teaching faculty.

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

If yes, please explain.

This program will serve a new group of students on a national, international basis by providing a graduate healthcare management developmental experience and associated credential via online, asynchronous education.

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.

Every course in this certificate program utilizes existing courses in the online track of the CAHME-accredited MSHA program. We expect that some level of certificate graduates will apply for admission into the MSHA program to “stack” their certificate toward the MSHA 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.

Students enrolled in this certificate program will be co-enrolled with students in the online MSHA program achieving economies of scale effects.

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.

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

Found at:

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

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

3. Are new or additional faculty needed? Yes No

a) If yes, please explain, indicating the number and role of each new faculty member and whether they will be part-time or full-time. Specify if graduate assistants are included in the additional faculty resources needed.

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

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

c) Likely 5 – 10 to 1; NMT 25 to 1.

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) .

Note: This certificate program will likely be offered to the marketplace along a Business of Health graduate certificate offered by the College of Business and a Healthcare Systems Engineering graduate certificate offered by the School of Engineering. Each of our academic units have communicated, coordinated these certificate offerings and accept that some prospective students may choose one certificate program in lieu of another; however, the net effect is that students will have differentiated choices and that total certificate enrollments at the university will likely increase.

- **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?
PHMS 620	Healthcare Strategic Management	This course offers an introduction to strategic management within contemporary healthcare organizations and markets. Lectures and assignments will focus on various topics including organizational strategy formulation, implementation, and evaluation.	3	X		X		X
PHMS 682	Population Health Information Management	This course is designed to introduce students to key concepts and issues surrounding the	3	X		X		X

		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.	3	X		X		X
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.	3	X		X		X

PHMS 685	Health Operations and Management Science	This course introduces and reviews the field of operations management as applied to healthcare organizations. It demonstrates the important relationship between operations research and the management science of complex healthcare delivery organizations.	3	X		X		X
TOTAL CREDITS			15					