

Proposed Program Name: Healthcare Management Graduate Certificate

Degree Designation: Graduate Certificate

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Department: Health Management and Systems Sciences (HMSS)

School/College: School of Public Health and Information Sciences

Implementation date (Date program is projected to begin): Fall 2023

Accreditation or licensure requirements (if applicable): Not directly applicable (certificate versus degree); however, the certificate curriculum follows MSHA program's CAHME Accreditation requirements for competency model-based curriculum and course development.

Dean's Confirmation and Signature. The LOI must include a statement to confirm the unit dean's approval of the letter of intent proposal and the related financial commitments.

This signature serves as a confirmation and approval of this Letter of Intent proposal, and any related financial commitments.

Dean's Confirmation and Signature:



- I. **Program Abstract:** The graduate certificate in Healthcare 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.
- II. **Educational Program Objectives** - Description of the academic program, including:
- The objectives of the proposed program (i.e., what will the program prepare students for or help them to know and be able to do?):
 - An understanding of organizations and leadership from dominant ways of thinking about them to ways informed by a complexity perspective. Course participants will read about and discuss a broad range of perspective about what constitutes an organization and leadership of it.
 - 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 methodologies involved in managing projects and the use of specific project management tools and processes within health care organizations.
 - An introduction 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.
 - An introduction to marketing and marketing strategy within the healthcare system. Lectures and assignments will focus on various topics including strategy formulation, environmental analysis, and market assessment.
 - Admissions requirements (provide specifics)
 - 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.
 - Curriculum. Please label new courses to be developed (general description of anticipated new courses): **No new courses**; 14 credit hours total:

Commented [BL1]: Aligns with Graduate School requirements for credit toward degree.

- PHMS 505: Governance and Management of Healthcare Organizations (3 credits)
- PHMS 620: Healthcare Strategic Management (3 credits)
- PHMS 684: Project Management for Population Health (3 credits)
- PHMS 685: Health Operations & Management Science (3 credits)
- PHMS 688: Healthcare Marketing (2 credits)
- Potential for collaboration with other units at UofL and/or articulation with other institutions: We are open to collaborations that make sense and adhere to the MSHA program's CAHME Accreditation.

Commented [BL2]: Note: an earlier committee review suggested that either the proposed Healthcare Management certificate or the proposed Healthcare Quality and Project Management certificate could be withdrawn as 3 of the 5 courses were consistent. The four (two in each respective certificate) courses different across the two proposed certificates build upon the base content with positive differentiation. Healthcare Marketing and Governance and Management in Healthcare Organizations provides certificate graduates a base foundation in general healthcare management while the Healthcare Quality and Health Information Management courses provide the Healthcare Quality and Project Management certificate graduates focused competency development to support and manage quality, lean six sigma, and data analytics projects common in healthcare delivery.

III. Linkage with the Mission and 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.

IV. Diversity and Inclusion.

- This certificate program reaches underrepresented populations and underfinanced students by

- offering a graduate certificate for lower tuition than the standard University rate for graduate tuition.
- This certificate program offers access to students through our evening program and our 100% online program.

V. Student Demand. Specify evidence of student demand and projected enrollments for the first five years of the program.

	Year 1	Year 2	Year 3	Year 4	Year 5
Full-time Enrollment	2	4	6	10	12
Part-time Enrollment	2	2	3	4	4
Total Full-time tuition revenue	\$13,524	\$27,048	\$40,572	\$67,620	\$81,144
Total Part-time tuition revenue	\$5,796	\$5,796	\$8,694	\$11,592	\$11,592
Total tuition revenue	\$19,320	\$32,844	\$49,266	\$79,212	\$92,736
75% Tuition return to Unit	\$14,490	\$24,633	\$36,950	\$59,409	\$69,552

Table Inputs	
Tuition per credit hour	\$483
Credit hours per year (per full-time student)	14
Credit hours per year (per part-time student)	6

Commented [BL3]: Note: Initial committee reviews suggested that enrollments and associated tuition revenue projections are "double counted". We do not judge that these figures are "double counted" for the following reasons: students can only count one graduate certificate toward a graduate degree currently; full-time students can complete the certificate in a single year; part-time students may complete the certificate over two (or perhaps three) years, but our projections are based on conservative estimates expecting that some students will start and not complete the certificate while new students start.

Commented [BL4R3]: Additionally, the curriculum content of each of the four proposed certificates are positively differentiated in a manner that prospective students may choose the specific ad hoc certificate/development matched with current, forward-looking professional requirements. Bottom-line: we expect that most individuals in the healthcare management certificate market will choose a specific certificate and finish or transition to full degree program rather than accumulating certificates; therefore, different people will be enrolled different certificates across our proposed portfolio of certificates.

Commented [BL5]: Current per credit hour tuition rate for online MSHA approved by university. The academic unit will formally request that the certificate credit hour rate be consistent with the degree credit hour rate upon formal approval of the certificate.

VI. Market Demand. 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.

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.

VII. Employer Demand. If the program is designed for students to enter the workforce immediately, please complete the table in Appendix A at the end of this template.

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.

Commented [BL6]: SPHS, HMSS, and MSHA Executives in Residence, Tom Walton, Anthony Zipple, advocated for the creation of these healthcare management certificates. Health Management Advisory Board members, Ken Marshall, ULH COO, and Stephen Black, former Louisville VA Medical Center Director, directly stated clear needs, particularly for healthcare providers e.g. physicians, nurses, technicians transitioning to administrative roles, for their employees to seek one or more of these certificates.

VIII. Academic Demand

1. 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.

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.

2. Will this program replace or enhance any existing programs(s) or tracks, concentrations, or specializations within an existing program? If yes, please specify.

This program will enhance the MSHA program, as students from the certificates can continue into other MSHA-derived healthcare management certificates and/or pursue the MSHA degree program through formal admissions application.

3. In the table(s) below, provide information about similar programs based on CIP codes. Institutions may list other programs that are similar but may be classified in a different CIP code. A search for similar programs by CIP can be conducted at <https://dataportal.cpe.ky.gov/KYAcademicProgInventory.aspx>. Please contact the Program Approval and Review Coordinator, [Leslie Harper](#), for assistance in determining a CIP code. Copy the table below as needed to address all similar programs.

Note: Although this information is required by CPE for degree programs, certificate programs should also complete this table so that they can better consider how competition will effect enrollment projections.

Similar Program 1:	Health Care
Institution:	Indiana Wesleyan University
Program Name:	Graduate Certificate in Health Care
Comparison of Objectives/Focus/Curriculum to Similar Programs: <i>Explain the differences in curriculum, focus, and/or objectives. If the proposed program curriculum does not differ substantially from existing programs, then <u>describe potential collaborations with other institutions.</u></i>	100% Distance Learning
Comparison of Student Populations: <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>	Our proposed certificate provides substantially differentiated competency development for students seeking graduate-level education in Healthcare Management.

Access to Existing Programs: <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>	Substantially different curriculum provided 100% online, multiple starts during academic year provided within a CAHME-accredited program.
Feedback from Other Institutions: <i>Summarize the feedback from colleagues at institutions with similar programs.</i>	No input.

Similar Program 2:	Health Services Management
Institution:	Morehead State University
Program Name:	Graduate Certificate in Health Services Management
Comparison of Objectives/Focus/Curriculum to Similar Programs: <i>Explain the differences in curriculum, focus, and/or objectives. If the proposed program curriculum does not differ substantially from existing programs, then <u>describe potential collaborations with other institutions.</u></i>	100% Distance Learning
Comparison of Student Populations: <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>	Our proposed certificate provides substantially differentiated competency development for students seeking graduate-level education in Healthcare Management.
Access to Existing Programs: <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>	Substantially different curriculum provided 100% online, multiple starts during academic year provided within a CAHME-accredited program.
Feedback from Other Institutions: <i>Summarize the feedback from colleagues at institutions with similar programs.</i>	No input.

Similar Program 3:	Health Administration
Institution:	University of Kentucky
Program Name:	Graduate Certificate in Health Administration
Comparison of Objectives/Focus/Curriculum to	100% Face to Face

<p>Similar Programs: <i>Explain the differences in curriculum, focus, and/or objectives. If the proposed program curriculum does not differ substantially from existing programs, then <u>describe potential collaborations with other institutions.</u></i></p>	
<p>Comparison of Student Populations: <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>Our proposed certificate provides substantially differentiated competency development for students seeking graduate-level education in Healthcare Management.</p>
<p>Access to Existing Programs: <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>Substantially different curriculum provided 100% online, multiple starts during academic year provided within a CAHME-accredited program.</p>
<p>Feedback from Other Institutions: <i>Summarize the feedback from colleagues at institutions with similar programs.</i></p>	<p>No input.</p>

IX. Funding Sources

1. **Will additional faculty be needed?** Additional faculty will not be needed at this time.
2. **Faculty Workload** The degree program relies on current full-time faculty, adjunct faculty, staff, and classes that are already offered. The program and department are already offering these classes in the online MSHA track.
3. **Budgetary rationale.** This certificate program is comprised of classes that are already offered on an ongoing basis in the MSHA program. The classes currently have excess capacity and can absorb student growth according to the table in Section V. Student Growth.
4. **Please provide a reasonable estimate of program expenditures related to marketing and outreach, as well as expenditures incurred by additional personnel needed to provide faculty training and/or assistance with instructional design.** The academic unit is not planning to spend any incremental marketing, promotion expenses in support of the new certificate program. The unit expects existing university and academic unit marketing, promotional activities for online programs to generate the enrollment levels outlined in the plan. We expect no to minimal new incremental net direct expenses to offer this program. Certificate program students will be enrolled in existing online MSHA course sections. Teaching faculty for the online MSHA program and, by extension, MSHA-derived healthcare management certificate programs, are paid on a progressive enrollment-based schedule (1-5 students, 6-10 students, 11-15 students, 16-25 students). Certificate students enrolled in an online MSHA section would generate incremental expenses only when enrollment within a section escalated to a higher level of teaching compensation commensurate with the compensation schedule; however, within course enrollments beyond three (3) students generate sufficient revenue to cover both university (25%) and unit (25%) overhead and teaching expense. The healthcare management certificates will not bear any new

incremental advertising or promotional expenses, but rather, leverage the general support provided by the university and academic unit.

5. Financial Resources and Program Impact. The LOI should be developed without the expectation of special financial agreements with the Provost. If no internal allocation or reallocation has been committed to the new program, leave that row blank. Projected tuition revenues should go in the "Other revenues" row of the table (and label it as tuition). Once this certificate program is approved, the academic unit will initiate the process for Financial Aid funding and submit the form, Notice of Intent to Offer a Certificate Program Eligible for Financial Aid, as the program meets the criteria to be eligible for Title IV funding.

Commented [BL7]: We expect this certificate to be eligible for financial aid funding and we will submit requisite documentation when the certificate is approved.

Projected Revenues	Year 1	Year 2	Year 3	Year 4	Year 5	Five-year total
General Funds (internal reallocation)						
Grants or Gifts, list each one						
Full-time Enrollment	2	4	6	10	12	34
Part-time Enrollment	2	2	3	4	4	15
Total Full-time tuition revenue	\$13,524	\$27,048	\$40,572	\$67,620	\$81,144	\$ 229,908
Total Part-time tuition revenue	\$5,796	\$5,796	\$8,694	\$11,592	\$11,592	\$ 43,470
Total tuition revenue	\$19,320	\$32,844	\$49,266	\$79,212	\$92,736	\$ 273,378
75% Tuition return to Unit	\$14,490	\$24,633	\$36,950	\$59,409	\$69,552	\$ 205,034

Table Inputs	
Tuition per credit hour	\$483
Credit hours per year (full-time student)	14
Credit hours per year (part-time student)	6

Commented [BL8]: Current per credit hour tuition rate for online MSHA approved by university. The academic unit will formally request that the certificate credit hour rate be consistent with the degree credit hour rate upon formal approval of the certificate.

6. New Resource Requirements – Describe the need for any new or additional resources necessary to implement the proposal. Document the expected cost/expenditures in the table below. The academic unit is not planning to hire new faculty in support of the new certificate program. The unit expects existing university and academic unit human capital for online programs to cover the enrollment levels outlined in the plan. We expect no to minimal new incremental net direct expenses to offer this program. Certificate program students will be enrolled in existing online MSHA course sections. Teaching faculty for the online MSHA program and, by extension, MSHA-derived healthcare management certificate programs, are paid on a progressive enrollment-based schedule (1-5 students, 6-10 students, 11-15 students, 16-25 students). Certificate students enrolled in an online MSHA section would generate incremental expenses only when enrollment within a section escalated to a higher level of teaching compensation commensurate with the compensation schedule; however, within course enrollments beyond three (3) students generate sufficient revenue to cover both university (25%) and unit (25%) overhead and teaching expense.

Projected Expenses	Year 1		Year 2		Year 3		Year 4		Year 5		Five-year Total	
	#	Cost \$	#	Cost \$	#	Cost \$	#	Cost \$	#	Cost \$	#	Costs \$
Faculty Lines (full-time, adjunct or part-time faculty)												
Graduate Assistant Positions												
Library Support												
Facilities, technology or equipment												
Other (please describe below the table)*												
Total Projected Expenses												

**Please provide a reasonable estimate of program expenditures related to marketing and outreach, as well as expenditures incurred by additional personnel needed to provide faculty training and/or assistance with instructional design. This estimate should include expenditures incurred by other administrative units (e.g., Delphi Center for Teaching & Learning). Note that although this program will not bear the full burden of additional personnel in other administrative units, these costs should be considered.*

X. Online Delivery

Academic units wanting to create new online degrees or certificates will be required to complete the following section demonstrating that the program will meet the criteria for online programs at UofL. If you cannot agree to the terms outlined, please make a case for why you cannot or should not agree to certain elements, although the reasons must be substantiated with evidence. Units wishing to create a program that is not online do not need to complete this section.

1. Distance Education (describe plans)

Highlights (from [MSHA Online Learning Website](#)):

- Skip the GRE - it's not required for admission.
- Learn on your schedule with flexible and 100% online courses.
- Gain applicable and transferable healthcare knowledge and methodologies through every course.
- Take advantage of recently lowered tuition to join a quality CAHME-accredited program that is now more affordable.
- Experience a specialized curriculum using UofL's Population Health Leadership (PHL) Competency Model—a modified version of the National Center for Healthcare Leadership (NCHL) Competency Model.
- Complete your degree in just 2 years with 8-week terms (courses completed 2-3 at a time). Part-time enrollment is also available.

2. Library Resources. Are adequate library resources available to support an online version of your program?
Yes.

Please provide a letter from the Dean of Libraries addressing their ability to support the program.

3. Please complete Appendix A.

4. Online Program Best Practices

Please indicate whether the academic unit will design the program in accordance with the following best practices for online programs by placing an "X" in the appropriate column. Please give serious consideration to each recommendation understanding that online programs are primarily intended for adults who are working, have a family, or other potential commitments or circumstances that would make it difficult to attend a program on campus or a program with designated meeting times.

Yes	No	Online Program Best Practice
X		8-week courses <i>For undergraduate programs, this would be major classes at a minimum although also recommended for general education classes</i>
X		Allow part-time enrollment
X		Admit students at least two times/year
X		Asynchronous classes (no regular required meeting times)
X		100% online (in-person experiences that can be done off-site do not affect this factor, meaning it would still be considered 100% online even if the student has to do in-person assignments where they live)
X		Graduate-level programs will not require the GRE, GMAT or other standardized tests for admission

5. Quality Program Practices

Please indicate whether the academic unit will design the program in accordance with the following best practices for online programs by placing an "X" in the appropriate column.

Yes	No	Quality Program Practice
X		Require all faculty who will be developing and/or teaching in the program to go through Delphi U or have gone through an equivalent training
X		Require all faculty developing online courses to partner with an instructional designer in the Delphi Center and adhere to established deadlines for course creation

6. Academic units that cannot agree to recommendations in Sections 3 and 4 above should explain why and provide substantiation.

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:

Type of Job	Regional Avg Wage	Regional # of openings	Regional Growth Projections (%)	State Avg Wage	State # of openings	State Growth Projections (%)	National Avg Wage	National # of openings	National Growth Projections (%)
Medical and Health Services Managers	Similar to Kentucky and National Data	Similar to Kentucky and National Data	Similar to Kentucky and National Data	\$85,347	2,482	34.85% (2019-2029)	\$101,340 per year	429,800	32% (2020-2030)
Source of National Data: https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm									
Source of Kentucky Data: https://kcews.ky.gov/KYLMI/EmploymentProjections									

Employer Demand Resources:

Please note the timeframe for the projections.

- [Gray Associates PES+](#) (Please contact [Leslie Harper](#) if you do not have the username and password and for assistance in determining a CIP code.)
- [Bureau of Labor Statistics' Occupational Outlook Handbook](#)
- [Kentucky Center for Statistics](#)
- Kentucky, Bridging the Talent Gap Document - <https://www.bridgingthetalentgap.org/wp-content/uploads/2017/05/KY-Statewide.pdf>
Interactive website: <https://bridgingthetalentgap.org/dashboards/>