

In Workflow

1. **ASBIOL Chair**
2. **AS Associate Dean**
3. **AAP Program Approval Coordinator**
4. Provost Program Proposal Review Committee Chair
5. ASBIOL Chair
6. AS Associate Dean
7. AAP Program Approval Coordinator
8. Provost Program Proposal Review Committee Chair
9. Faculty Senate Academic Programs Committee Chair
10. Faculty Senate Chair
11. AAP Program Approval Coordinator
12. OAPA Program Implementation

Approval Path

1. Fri, 18 Aug 2023 16:51:50 GMT
Linda Fuselier (lcfuse01): Approved for ASBIOL Chair
2. Fri, 18 Aug 2023 18:25:14 GMT
Jason Sievers (jasiev01): Approved for AS Associate Dean
3. Fri, 18 Aug 2023 18:53:11 GMT
Leslie Harper (lafren01): Approved for AAP Program Approval Coordinator
4. Wed, 30 Aug 2023 15:43:25 GMT
Leslie Harper (lafren01): Approved for Provost Program Proposal Review Committee Chair
5. Wed, 13 Sep 2023 14:51:12 GMT
Linda Fuselier (lcfuse01): Approved for ASBIOL Chair
6. Mon, 19 Feb 2024 21:12:42 GMT
Jason Sievers (jasiev01): Approved for AS Associate Dean
7. Mon, 19 Feb 2024 21:15:35 GMT
Krista Young (k0youn08): Rollback to AS Associate Dean for AAP Program Approval Coordinator
8. Tue, 27 Feb 2024 19:05:41 GMT
Jason Sievers (jasiev01): Approved for AS Associate Dean
9. Tue, 05 Mar 2024 15:10:34 GMT
Derek Hottell (dlhott01): Rollback to ASBIOL Chair for AAP Program Approval Coordinator
10. Thu, 07 Mar 2024 20:33:53 GMT
Linda Fuselier (lcfuse01): Approved for ASBIOL Chair
11. Thu, 07 Mar 2024 21:35:37 GMT
Derek Hottell (dlhott01): Rollback to ASBIOL Chair for AS Associate Dean

12. Thu, 07 Mar 2024 21:40:13 GMT
Linda Fuselier (lcfuse01): Approved for ASBIOL Chair
13. Thu, 07 Mar 2024 22:04:18 GMT
Jason Sievers (jasiev01): Rollback to ASBIOL Chair for AS Associate Dean
14. Fri, 08 Mar 2024 14:12:02 GMT
Linda Fuselier (lcfuse01): Approved for ASBIOL Chair
15. Thu, 21 Mar 2024 16:48:22 GMT
Jason Sievers (jasiev01): Approved for AS Associate Dean
16. Mon, 01 Apr 2024 17:19:01 GMT
Derek Hottell (dlhott01): Approved for AAP Program Approval Coordinator
17. Mon, 15 Apr 2024 17:02:53 GMT
Derek Hottell (dlhott01): Approved for Provost Program Proposal Review Committee Chair
18. Mon, 20 May 2024 12:56:23 GMT
Derek Hottell (dlhott01): Rollback to ASBIOL Chair for Faculty Senate Academic Programs Committee Chair
19. Mon, 20 May 2024 14:51:13 GMT
Linda Fuselier (lcfuse01): Approved for ASBIOL Chair
20. Mon, 20 May 2024 16:33:35 GMT
Derek Hottell (dlhott01): Approved for AS Associate Dean
21. Mon, 20 May 2024 16:43:38 GMT
Derek Hottell (dlhott01): Approved for AAP Program Approval Coordinator
22. Mon, 20 May 2024 16:50:54 GMT
Derek Hottell (dlhott01): Approved for Provost Program Proposal Review Committee Chair
23. Fri, 24 May 2024 15:44:54 GMT
Derek Hottell (dlhott01): Approved for ASBIOL Chair
24. Fri, 24 May 2024 15:47:41 GMT
Derek Hottell (dlhott01): Approved for AS Associate Dean
25. Fri, 24 May 2024 15:48:15 GMT
Derek Hottell (dlhott01): Approved for AAP Program Approval Coordinator
26. Fri, 24 May 2024 15:48:34 GMT
Derek Hottell (dlhott01): Approved for Provost Program Proposal Review Committee Chair
27. Tue, 28 May 2024 18:15:02 GMT
Derek Hottell (dlhott01): Rollback to ASBIOL Chair for Faculty Senate Academic Programs Committee Chair
28. Fri, 31 May 2024 13:28:06 GMT
Linda Fuselier (lcfuse01): Approved for ASBIOL Chair
29. Fri, 31 May 2024 18:40:11 GMT
Derek Hottell (dlhott01): Approved for AS Associate Dean

New Program Proposal

Date Submitted: Fri, 18 Aug 2023 16:41:50 GMT

Viewing: **388 : Healthcare Skills Certificate**

Last edit: Fri, 31 May 2024 13:26:32 GMT

Changes proposed by: Leslie Harper (lafren01)

Letter of Intent (LOI)

The Letter of Intent (LOI) is the initial stage of new program development for all proposed programs (undergraduate, graduate, doctoral, professional, certificates).

Contact Information

Contact Name	Title	Email	Work Phone
Linda Fuselier	Professor, Chair	linda.fuselier@louisville.edu	8525183

Program Title

Healthcare Skills Certificate

Affiliated Departments

Department(s)
Biology

Affiliated Colleges

College(s)
College of Arts and Sciences

Is an approval letter from the Education Professional Standards Board (EPSB) required for this program?

No

Attach a copy to this proposal.

Proposed Start Date

Fall 2025

Effective Catalog Edition

2024-2025

Program Level

Undergraduate

Degree or Certificate Type

Certificate - Undergraduate (UCRT)

Current Method of Delivery (Check all that apply).

In-Person

Program Credential (If appropriate)

Certificate

For certificates, please acknowledge

I am aware that the Provost now requires new certificate programs to investigate the possibility of creating a full degree program within three years of opening.

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

No

Is there a specialized accrediting agency related to this program?

No

Does this program have a clinical component?

No

Program Abstract/Overview

Healthcare professions (ranging from professions that require an Associates degree to those requiring post-baccalaureate degrees (e.g., medicine and nursing) are among the fastest growing sector of the job market in our region. Most, if not all, health care professions require that successful job applicants have some clinical/laboratory/work experience.

To attract new students and enhance student's success in the healthcare marketplace, we propose a 9-credit, two to three semester undergraduate level certificate program that will provide early exposure to real-world clinical/work experiences. The certificate will attract students who already have an Associates degree and it will also serve as a retention tool for students who decide that they will not pursue professional schools (e.g., medicine, dentistry, nursing) but are still interested in healthcare. We view this program as a "net" to "catch" students who might otherwise drop-out because they do not know more about potential careers in healthcare beyond medicine and dentistry.

The focus of the program is on exposure to relevant experience and lab skills that will prepare students for the healthcare workforce marketplace. Courses will focus on understanding the healthcare marketplace, practicing basic lab skills needed for many healthcare laboratory jobs and providing experience in healthcare arenas. We will capitalize on our resources across UofL, at the HSC and leverage connections with UofL Health, Norton Pediatrics, the School of Public Health, School of Medicine, and the School of Nursing to identify relevant opportunities for these students.

Participating students can be from any major and may include non-degree-seeking students (as long as they meet pre-requisites) but the target audience includes students with Associates degrees or those in their first two years of college and with an interest in healthcare professions.

The program will serve as an introduction to healthcare professions and provide students with skills and experience they need before they apply for jobs in this sector.

Program Quality and Student Success

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

Will any of these outcomes differ by track?

No. Not applicable.

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.

Program objectives Relationship to curriculum

1. attract new students and enhance student's success in the healthcare marketplace,

The curriculum is designed for students who are not currently UofL students but who have an Associates degree or at least some undergraduate credit hours. The courses require only minimal biology and chemistry credits making this available to a wide variety. The courses introduce students to healthcare jobs and the internship courses provide experience in the workplace that is often necessary for applying for healthcare jobs.

2. provide early exposure to real-world healthcare work experiences.

The two internship classes place students in healthcare workplaces where they can gain experience and then build upon that experience in the second semester of internship.

Program-Level Learning Outcomes

Program-level Student Learning Outcome	Program Goal/Objective	Outcome addressed in courses or curricular components
<p>1. Develop an academic or professional development plan related to a healthcare field of their interest.</p> <p>2. Demonstrate basic lab skills pertinent to healthcare workplaces.</p> <p>3. Develop professional knowledge and skills for the healthcare workplace through participation in lab, research, clinical or internship opportunities pertinent to the healthcare arena.</p>	<p>Goals</p> <p>1. attract new students and enhance student’s success in the healthcare marketplace,</p> <p>2. provide early exposure to real-world healthcare work experiences.</p>	<p>PHPH250</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the wide variety of health professions. (outcome 1) 2. Describe the responsibilities of different health professions. (outcome 1) 3. Identify your desired health profession. (outcome 1) 4. Develop an academic and professional development plan which supports them in meeting their long term professional goals. (outcome 1) 5. Identify next steps to prepare for a career in a health profession. (outcome 1) <p>Biol 321</p> <ol style="list-style-type: none"> 1. Safely conduct yourself in a clinical or research lab setting (outcome 2) 2. Appropriately handle patient specimens and report basic data (outcome 2) 3. Accurately measure out and transfer samples (outcome 2) 4. Perform the aseptic technique while working in the lab to avoid contamination of specimens and yourself. (outcome 2) 5. Describe experimental design, write protocols, and identify controls. (outcome 2) 6. Communicate the discovery process using the scientific method. (outcome 2) <p>Biol 322 and 323</p> <ol style="list-style-type: none"> 1. demonstrate professional experience in their field &

Program-level Student Learning Outcome	Program Goal/Objective	Outcome addressed in courses or curricular components
		make professional contacts (outcome 3) 2. apply classroom knowledge in a practical healthcare-oriented setting (outcome 3)

Attach Curriculum Map

curriculum map certificate.pdf

Describe administrative oversight to ensure the quality of the program.

Results of evaluations will be collected at the end of each semester. Results will be used to hone the content of our curriculum to better target areas in which students need improvement. The courses have pre-requisites that will ensure that students are prepared for their experiences and students must pass courses before completing the program.

For a program offered in a compressed timeframe (e.g., with 8-week courses), describe the methodology for determining that levels of knowledge and competencies comparable to those required in traditional formats have been achieved. (You must provide an entry.)

The program is not offered through a compressed timeframe.

Admission Requirements

Students may enroll in UofL as a “non degree seeking student” or as a degree seeking student. Students applying to UofL, as either degree seeking or not, must meet admission requirements for the university. Students from any majors, degree seeking or not, can enroll in the certificate program.

Students must have successfully completed 30 college credits before they can enroll in the certificate program. To stay in the certificate program, students must successfully complete pre-requisites and course requirements for all required courses and meet university requirements for staying enrolled. To complete the certificate, students must complete the nine credit hours, as described in the curriculum; all courses must be passed with a grade of D or better with a cumulative GPA of 2.0. The curriculum includes one online class and three in-person experiences.

Graduation Requirements

As per the university requirements though, it is likely that these students are not graduating with a degree rather only completing 9 cr for the certificate. To successfully complete the certificate, ultimately the student must meet university admission requirements and course pre-requisites and requirements.

Curriculum

Course Template Form

Place holder.docx

Form-KPPPS Course Healthcare Cert.xlsx

List of new courses to be developed

Course Prefix & Number	Course Title	Course Description
		no new courses will be developed; those used in the program have already been created and approved.

Potential for collaboration with other units at UofL and/or articulation with other institutions

This is a collaborative effort with the School of Public Health, School of Medicine, and **Nursing**. We are collaborating with over 19 different organizations to provide workforce experiences for students.

Just a note about using the term clinical: I did not check the "clinical" box because not all of the internships will be in clinical settings and because the Nursing School defines "clinical" in a very specific manner. What these students will be doing in internships will likely not be "clinical" in the way it is defined in nursing (e.g., requires specific licensure, direct interaction with patients, etc.). In most cases, students may be IN a clinic but they are not trained for doing the clinical activities that require direct interaction with patients in a clinical manner. I'm not sure how much this matters for your purposes. I could go either way but, I do understand that more clinical folks define clinical very differently. I don't want to falsely advertise.

Linkage with the Mission and Strategic Plan

Describe how the proposed program supports the university and unit mission/strategic plans.

The university seeks to “engage every undergraduate student in meaningful experiential learning opportunities” (Strategic plan L2.A1) and calls for new partnerships with local organizations and facilitation of meaningful experiences in every unit. Given the course work plan, the program also will engage students in “industry-focused, core skills certification” (L2.A2) and “involve students in prioritized research” (L3.A1). Students in this program will be involved in experiential learning, some of which may be research in the healthcare arena. The program will prepare our students to be engaged citizens, and practice and apply research skills. Outside of the current strategic plan, there is a concerted effort on campus to increase retention; this program is also a retention initiative.

Diversity, Equity, and Inclusivity

The program is designed to appeal to potential students who already have jobs, families or other obligations that may prevent them from going to school full time or paying for degree programs. The academic requirements are minimal, making this program accessible to a wide range of students including first generation and those from marginalized populations. This is aligned with the strategic plan (Learn 2023-2025) that calls for increasing and supporting non-traditional student populations including adult, commuter, transfer, etc.

Market Demand

Program Need

Overall, employment in healthcare professions is projected to grow 13% from 2021 to 2031 (Bureau of Labor Statistics). In 2021, the KY governor declared a state of emergency related to the nursing shortage. KY is 12-20% short of needed nursing staff. In the Louisville/Jefferson county area, , healthcare support occupations is the 12th most available job category, healthcare practitioners and technical occupations is the 6th most available job category. The KY CPE Healthcare Workforce Collaborative (of which this program is a part) recognizes that KY has a shortage of healthcare workers and this is made worse by the high prevalence of KY residents with several chronic conditions. In KY, there is a shortage of clinical sites, a lack of modern training equipment and supplies for people in the healthcare workforce pipeline (<https://cpe.ky.gov/ourwork/kyhwc.html>). KY is experiencing a health care crisis and must “grow and strengthen the education and training pipeline of healthcare professions within KY public colleges and universities” (p. 124 KY 2022-2023 budget bill (22 RS HB 1)).

We will increase success of non-traditional students by offering the first course online to make it easily accessible. We will increase the success of all students by connecting students to local work experience opportunities that do not require transportation over long distances but are close to public transit routes.

Academic Demand

Skills/Programs/Employment

According to the BLS, "healthcare occupations are projected to grow 13% from 2021 to 2031, much faster than the average for all occupations" producing about "2 million new jobs over the decade". There is current and growing demand for citizens with healthcare professions skills. Our proposed certificate will provide students with necessary lab skills, preparation for HIPPA and human subjects requirements and important workforce experience. There is no other program in the region that is comparable.

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

Yes

Specify

The program will not replace any programs but has the potential to enhance any programs in the college by adding an option for students.

Attach Similar Programs Table

2b HCW cert Program-Duplication-Table.docx

Student Demand

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

Full-Time

Year 1

0

Year 2

0

Year 3

0

Year 4

0

Year 5

0

Part-Time

Year 1

60cr hr

Year 2

120 cr hr

Year 3

165 cr hr

Year 4

195 cr hr

Year 5

180 cr hr

Projected Tuition Revenue (\$\$)

Year 1

19860

Year 2

39960

Year 3

54945

Year 4

64935

Year 5

59940

Provide a description of how the tuition projections were calculated.

We used projected numbers of students in courses, their credit hours and total credit hours potentially generated in a year to calculate tuition generated. Amount per credit hour was \$331.

If we use \$333/cr hour the revenue would be: \$19,980; \$39,960; \$54,945; \$64,930; \$59,940.

Courses

Yr321&250, 322, 323,certificates, total cr hr, tuition

1F 10 60 19860

1S 10

2F 15 10 10 120 39720

2S 15

3F 15 15 165 54945

3S 10 15 15 15

4F 10 10 15 15 195 64545

4S 10 10 10 10

5F 10 10 10 10 180 59580

5S 10 10 10 10

totals 85 \$239,760

Employer Demand

Attach Employer Demand Table

2c HCW cert Employer-Demand-Table.docx

Funding Sources

Additional Faculty

none

Faculty Workload

We already have all of the courses in biology and SPHIS that will be part of this certificate so, it will not increase faculty load in the departments. In Biology, the lab course will be taught in fall as a regular class workload on an AWP. The internship classes are not considered a full class on the AWP since the class is primarily focused on workplace experience rather than classroom time. In SPHIS, the PHPH250 class was already being taught as a regular part of their curriculum.

Estimate of Marketing and Outreach Expenditures

This program is part of a larger grant from CPE, Healthcare Workforce Collaborative and comes with funding for the first two years at approximately \$50,000.00 per year. We have funds in the grant for covering the cost of the digital credential and some marketing is earmarked.

Budgetary Rationale

We have funds from the grant for purchasing lab supplies, establishing internship sites and other necessary tasks to make the program successful. This initial budget will "kick start" the program, allow establishment of all classes and experiences and, when the first two years are over, there should be a large enough enrollment to sustain the program. No other programs will be impacted (the pre-LOI informed all other units).

Financial Resources and Program Impact

Projected Revenues

Projected Revenues	Year 1	Year 2	Year 3	Year 4	Year 5	Five-Year Total
Other revenues, list each one	69,860	129,650	54,615	64,645	59,580	344260

New Resource Requirements

Describe your other revenue sources

Grant resources, 50,000 per year

Tuition generated: \$19980.00 \$39,960.00 \$54,945.00 \$64,935.00 \$59,940.00

Lab fees: \$500, 750, 1250, 1000, 1000

Upload Projected Expenses

2e budget sheet numbers.docx

2d Form-Budget Healthcare Cert REVISED.xlsx

2f HCW cert New-Resource-Requirements-Table REVISED.docx
Healthcare Cert budget internal REVISED_5_19_24.xlsx
2e budget sheet numbers REV 5_19_24.docx

Library Resources.

Please also submit a letter of support from the UofL Libraries.

Library Letter of Support for an undergraduate certificate in healthcare skills.pdf

Graduate-level programs will require the GRE, GMAT or other standardized tests for admission.

The unit's lead fiscal officer has reviewed the budget calculations for this proposal.

Yes

The unit dean has approved this proposal and its related financial commitments and endorses the creation of this program as described.

Yes

NEW PROGRAM TO DO SECTION - FOR PROVOST OFFICE USE ONLY
(Academic unit faculty/staff: do not enter information below this line.)

AAP Program Approval Coordinator

IRP Executive Director

Type of Proposal

Letter of Intent

ADMIN PROGRAM TO DO SECTION - FOR PROVOST OFFICE USE ONLY
(Academic unit faculty/staff: do not enter information below this line.)

Program Admin

Catalog Admin

Reviewer Comments

Leslie Harper (lafren01) (Wed, 14 Feb 2024 22:11:40 GMT): I replaced the New Resources and Budget documents and attached letters from SOM, SPHIS, and SON, as well as a response to A&S Planning and Budget Committee, as Linda Fuselier asked me to.

Krista Young (k0youn08) (Mon, 19 Feb 2024 21:15:35 GMT): Rollback: Rolling back at your request.

Derek Hottell (dlhott01) (Tue, 05 Mar 2024 15:10:34 GMT): Rollback: Dr. Fuselier, I'm rolling the proposal back to you because it is missing the following elements: You need to check the box confirming you are aware of the Provost's expectation for certificate programs to investigate the possibility of converting the certificate to a degree within three years; In Overview A – (life of the program) - I recommend either briefly explaining a plan for how the certificate may be converted to a degree in three years or why such a conversion is likely inappropriate given the aims of the certificate; attach a curriculum map Attach curriculum map. You can find the template here: <https://louisville.edu/oapa/ie/outcomes-assessment.>; Answer these questions even if N/A: Will any of these outcomes differ by track?; Add explanation for the following: 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.

Derek Hottell (dlhott01) (Thu, 07 Mar 2024 21:35:37 GMT): Rollback: -Add rationale for why it is not a "clinical" experience.

Jason Sievers (jasiev01) (Thu, 07 Mar 2024 22:04:18 GMT): Rollback: Per the email correspondence.

Derek Hottell (dlhott01) (Mon, 20 May 2024 12:56:23 GMT): Rollback: Good Morning Linda, this should roll it back to you, so you can make the requested revisions from the P&BC. Thanks, Derek

Linda Fuselier (lcfuse01) (Mon, 20 May 2024 14:51:08 GMT): 5_20_24 Fuselier added two updated budget files that reflect changes suggested by the Fac Senate P&B Committee. Text in the proposal was updated to reflect those changes. There was a change in the tuition/CR generation in year 3.

Derek Hottell (dlhott01) (Tue, 28 May 2024 18:15:02 GMT): Rollback: Rolling back to Dr. Fuselier to make corrections per Academic Program Committee's request.

Linda Fuselier (lcfuse01) (Fri, 31 May 2024 13:28:02 GMT): Fuselier made changes requested by Fac Senate academic programs comm. These included: Academic planning committee Fac senate meeting changes to the proposal 5/23/24 -Change start date from spring 2024 to fall 2025 -Note that students must take on class online and other classes in person – added to admission requirements -Course Outcomes tracked back to program level outcomes -Add notes “outcome 1” -Mention Nursing as one of the units that were working on it – added to abstract -Add course prerequisites to pg 8; students must meet both university admission and course prerequisites. (added under grad requirements) Remove the statement about if we lose faculty we will have to replace them (not found on this version)

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:

Proposal A

Program:

Proposal B