University of Louisville
New Academic Program Proposal Template

Undergraduate, Graduate, and Professional Programs

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

All forms are available at:
http://louisville.edu/oapa/new-academic-program-approval-page/new-academic-program-approval

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

Send the following materials to the

Program Approval Service Account (PROGAPPR@louisville.edu):

- This Completed Proposal Template
- Proposed Program Curriculum
- Course syllabi for any new course offerings
- Faculty Roster Form
- CV for Program Director/Coordinator
- Course Template Form
- Proposal Budget Form
- Letter of Support from the UofL Libraries
- Letter of Support from the unit Dean
- Letter(s) of Support from any units, departments, or internal or external entities that have indicated their support for the program

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

General Program Information	
Program Name:	Master of Science in Health Professions Education
Degree Level:	Master's level
Date:	4/18/2020
Department and Department Chair:	Department of Educational Leadership, Evaluation, and Organizational Development (ELEOD), Dr. Sharon Kerrick
School/College:	College of Education and Human Development

Program Director and Contact (if different); (please also include title):	Andrew L. McCart, PhD, Clinical Assistant Professor, Program Director, Healthcare Leadership and Health Professions Education - transition to Staci W. Saner, EdD, MEd, Director, HSC Faculty Development on July 1, 2021. 502-852-1942 staci.saner@louisville.edu
CIP Code:	13.1307
Program Type (collaborative, joint, or single institution):	Single institution
Is this program an advanced practice doctorate?	No
Number of Credit Hours required:	33
Accreditation or Licensure Requirements (if applicable):	N/A
Is an approval letter from the Education Professional Standards Board (EPSB) required for this program? If so, attach a copy to this proposal.	N/A
(Tentative) Institutional Board Approval Date:	July 2021
Proposed Implementation Date (semester and year):	Spring 2022
Anticipated Date for Granting First Degree:	Spring 2023

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

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

1. Provide a brief description of the program. (copy the abstract provided in the program's Letter of Intent here). (250 words or less; program's purpose/focus, primary areas of study, intended audience, academic level—undergraduate, graduate, or professional, length of the program, goals/objectives, rationale for program, skills or knowledge that students will acquire, relationship of program to general field). This description will be used for external reporting and should provide a concise programmatic overview.
CPE Instructions: *The succinct program description should be readily understandable to a constituent who is not familiar with the proposed discipline.*
The purpose of this letter of intent is to propose a new 33-credit hour Graduate Degree in Health Professions Education (HPE). This degree program focuses on preparing current faculty of medicine, dentistry, public health, and other health professional schools to teach effectively in their respective fields. Potential candidates for the degree are current health professions faculty members. In addition, basic science graduate students and subspecialty fellows who plan to enter academic medicine or dentistry would also be potential candidates.

The degree is 33 credit hours. The expected time to complete the degree is two to three years. Many classes are hybrid, meaning a component of the course is conducted online, and other components

are in a classroom/clinical setting. This master's degree is built on the existing 12-credit hour graduate certificate in Health Professions Education.

By earning a Master's in Health Professions Education, students will develop an in-depth knowledge of the following competencies:
- Curriculum and instructional design
- Assessing learning
- Scholarship of teaching and learning
- Professional educator identity formation
- Leading educational efforts in academic health centers

Demand for the M.S. HPE degree, as demonstrated by employer demand: According to the Bureau of Labor Statistics, the employer demand, over the next 10 years the number of Health Specialty Educator open positions is expected to be approximately 31,000.

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

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

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

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

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

Priority: Educational Excellence. The Master's Program in Health Professions Education will fill a need for many Health Sciences Campus faculty. Those faculty members who seek promotion based on excellence in teaching will be able to enhance their education skills without having to leave UL for this credential. Also, most of our subspecialty physician fellows and many basic science graduate students obtain a master's degree as part of their training. This degree can enhance the job skills of fellows as they begin to search for their first faculty appointment, whether at UofL or another university.

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

Priority: Diversity, Equity, and Social Justice. This Master's degree in Health Professions Education utilizes effective strategies to engage all learners. One of the competencies in this program is to develop a teacher identity. A significant component of that competency is to learn how to equip all learners that a faculty member will contact. Specifically, learning about inclusive teaching environments and developing strategies for all learners. This class aligns with the **CEHD Diversity Statement:** Diversity is a shared vision for our efforts in preparing teachers,

administrators, school counselors and other professionals. Students will be encouraged to investigate and gain a perspective of diversity issues (race, ethnicity, language, religion, culture, socioeconomic status (SES), gender, sexual identity, disability, ability, age, national origin, geographic location, etc.) related to their chosen fields. Students will examine their belief system and be encouraged to reexamine and develop more grounded beliefs and practices regarding diversity.

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

3. Explain how the proposed program addresses the state's postsecondary education strategic agenda.
   http://cpe.ky.gov/ourwork/strongerbydegrees.html

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

Below, each item of the state's postsecondary education strategic agenda is addressed by explaining how the proposed M.S. in Health Professions Education furthers this agenda:
- Encourage more people to take advantage of postsecondary opportunities: The M.S. in HPE increases cultural competence among faculty, students, staff, and other postsecondary professionals by furthering the knowledge of the Health Sciences faculty and staff. The proposed degree promotes inclusive excellence by integrating a diverse group of faculty and providing instruction on building an inclusive learning environment, discussions of equity in education, and developing educational leaders in the health professions that can promote inclusive teaching practices for all learners.
- Increase degree and certificate completion, fill workforce shortages, and guide more graduates to a career path: The College of Education and Human Development has an office of Graduate Student Success to ensure quality student advising by focusing on effective, research-based practices that have been shown to increase retention and graduation. The current Graduate Certificate in HPE was redesigned to improve the delivery of developmental education to offer accelerated eight-week classes to reduce the duration and cost of the Graduate Certificate. By providing faculty with evidence-based teaching and learning strategies, faculty will be better equipped to help their students be successful in their programs. This will increase degree completion at the HSC which would lead to filling critical healthcare workforce shortages across our region.
- Create economic growth and development and make our state more prosperous: The M.S. in HPE improves the ability of the Health Sciences faculty to share best practices in health professions education. Obtaining an additional credential fosters career development for faculty and is a crucial strategy for student success at the U of L Health Sciences Center. The M.S. in HPE is based on research in Higher Education Administration that ensures graduates have the needed skills and competencies for current and future employment opportunities. Students in the M.S. in HPE will undergo a practicum that allows them to work with their employer, community, foundations, and state agencies to provide "work and learn" opportunities, including experiential or project-based learning and clinical experiences.

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

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

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

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

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

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

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

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

Campus Strategic Plans: The theme, Shaping Tomorrow: Ideas to Action, provides the groundwork for the University of Louisville 2015 Conceptual Framework for the Professional Education Unit. It represents the unification and intensification of past College conceptual frameworks and aligns with

the University mission, the College vision and mission, and the University's Quality Enhancement Plan developed for the Southern Association of Colleges and Schools (SACS).

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

5. List the objectives of the proposed program.
a. Explain how the objectives deal with the specific institutional and societal needs that this program will address.

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

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

This program has three over-arching goals or objectives:
- <u>Goal 1</u>: To provide educational leaders in the health professions with foundational knowledge and skills in the practice of education
- <u>Goal 2</u>: To provide academic health institutions with educational leaders to serve the educational needs of faculty, students, and post-graduate trainees.
- <u>Goal 3</u>: To provide the field of health professions education with scholars who can advance our understanding and practice of HPE.

All three MS HPE goals address important societal needs. Two of the most important societal needs addressed with these goals are healthcare and education. In fact, with this proposed program, the needs of healthcare and education overlap as we work to develop the next generation of healthcare professionals. The three goals work together to improve the education received by our health sciences student, residents, fellows, and other trainees. This will could lead to improved patient outcomes in healthcare for our community, region, and nation.

When looking at the University's Mission and Vision statement, all three goals easily align with our mission to develop engaged citizens, leaders, and scholars, practicing and applying research and service to our local and global communities. The three programmatic goals above will help the University of Louisville be a great place to learn, work, and invest, specifically at the Health Sciences Center.

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

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

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

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

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

The majority of the certificate program students have a master's or terminal degree in a health professions field and have taken the MCAT, DAT, or GRE for entry into a professional school. Approximately 60% of the students in the certificate program are faculty at the health sciences campus, and approximately 40% are doctoral students, or subspecialty fellows. These considerations have informed our thinking about the desirability of the GRE in our admissions decisions.

Given these considerations, the faculty of the Health Professions Certificate program voted to eliminate the GRE as a requirement for admission to our program. Specifically, the faculty voted 3-0 in favor of eliminating the GRE and moving the minimum undergraduate GPA to 2.5. The admissions committee reserves the right to place admission conditions on any applicant regardless of GPA. We hope these changes will help us to be more responsive to students while maintaining a high-quality program with impactful graduates. All transcript requirements are waived for current faculty.

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

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

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

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

This degree program will be composed of 33 credit hours. Fifteen of the 33 hours are HPE specific courses (known as the core) that are already available within the College of Education and Human Development (CEHD) and taught at the University of Louisville Health Sciences Campus. There are no new courses proposed for this master's degree. The other components of the degree include a

three credit-hour practicum, nine hours of CEHD specific courses, and six hours of electives. Advising and faculty mentoring for the practicum and plan of study will be overseen by the Program Director.

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

B. Program Quality and Student Success

1. Required credit hours. Provide the information below.
Provide a copy of the proposed program curriculum.

Course #	Course Title	Credit Hrs.
HPE Core (15 hrs.)		**15**
LEAD 665	Foundations of HPE	3
LEAD675	Teaching & Learning in HPE	3
LEAD 676	Instructional Strategies in HPE	3
LEAD 685	Evidence Based Teaching in HPE	3
LEAD 607	Principles of Educational Leadership	3
Education Core (9 hrs)		**9**
LEAD666	Program Development & Assessment in Higher Ed	3
LEAD 694	Diversity in Higher Education	3
LEAD 661	Adult & Organizational Learning	3
	OR	
LEAD 681	Philosophy of Higher Education	3
HPE Core + Ed Core		**24**
Electives*	Approved List	6
LEAD 540	Practicum: Professional Project Exit Program Experience	3
Minimum Total Hours Required		**33**

Proposed Electives

Course #	Course Title	Credit Hrs.
LEAD 600	Introduction to Research Methods and Statistics	3
LEAD 661	Adult and Organizational Learning (if not taken in Core)	3
LEAD 681	Philosophy of Higher Education (if not taken in the Core)	3

LEAD 678	The American College and University	3
LEAD 668	Academic Advising	3
LEAD 670	Instructional Strategies	3
LEAD 683	College Teaching	3
LEAD 687	Education Policy and Equity	3

2. Briefly describe any proposed tracks, concentrations, or specializations the program will have. List them in the table below and provided the requested information.

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

3. Provide the following information for the program and for each track, concentration, or specialization (some categories may not apply to all programs).
CPE Instructions: *A guided elective is any elective that is part of a major. A free elective is an elective from any academic area not required for a major or minor.*

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

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

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

1. Graduates will be able to demonstrate the ability to create learning and development opportunities informed by relevant theories and learning science in both the didactic and clinical learning environment to meet the educational needs of undergraduate, graduate, professional, and post graduate trainees in an academic health science setting.

2. Graduates will be able to demonstrate ability to use assessment, evaluation, and research data to inform practice and decisions in both the didactic and clinical learning environment.

3. Graduates will be able to engage students and trainees in learning through a variety of culturally responsive and developmentally appropriate strategies.

4. Graduate will embrace and prioritize diversity topics, inclusive teaching practices, and creating inclusive learning environments.

5. Graduates will be able to exemplify scholarly skills with the underlying knowledge of learning science to influence the direction of the educational environment of an academic health center.

6. Graduates will be able to develop their own and promote their faculty colleagues' professional educator identity.

7. Graduates will be able to lead and educate effectively across cultural, functional, and departmental components of the institution.

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

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

Complete the table below and provide a brief description here.

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

MS HPE: Linking Program Goals & Student Learning Outcomes to Specific Courses in the Curriculum

MS HPE Program Goals & Program Student Learning Outcomes

Goal 1: To provide educational leaders in the health professions with foundational knowledge and skills in the practice of education
Goal 2: To provide academic health institutions with educational leaders to serve the educational needs of faculty, students, and post-graduate trainees.
Goal 3: To provide the field of health professions education with scholars who can advance our understanding and practice of HPE.

Courses	SLO 1: Create learning and development opportunities informed by relevant theories and learning science in both the didactic and clinical learning environment.	SLO 2: Demonstrate ability to use assessment, evaluation, and research data to inform practice and decisions in both the didactic and clinical learning environment.	SLO 3: Engage students and trainees in learning through a variety of culturally responsive and developmentally appropriate strategies.	SLO 4: Embrace and prioritize diversity topics, inclusive teaching practices, and creating inclusive learning environments.	SLO 5: Exemplify scholarly skills with the underlying knowledge of learning science to influence the direction of the educational environment of an academic health center.	SLO 6: Develop their own and promote their faculty colleagues' professional educator identity.	SLO 7: Lead and educate effectively across cultural, functional, and departmental components of the institution.
LEAD 607: Principles of Educational Leadership			I	I	I	I	I
LEAD 665: Foundations of Health Professions Education (HPE)	I	I	I	I	I	I	I
LEAD 675: Teaching & Learning in HPE	I	I	D	D	I	I	I
LEAD 676: Instructional Strategies in HPE	D	I	D	D	D	D	D
LEAD 685: Evidence-Based Practice in HPE	D	M	M	M	M	M	D
LEAD 666: Program Development & Assessment		D		D	D		D
LEAD 694: Diversity in Higher Education	D	D	D	D			D
LEAD 661: Adult & Organizational Learning	D	D	D		D	D	D
LEAD 681: Philosophy of Higher Education	D			D	D	D	D
LEAD 600: Research Methods & Statistics		D			D		
LEAD 540: Exit Program Experience	M	M	M	M	M	M	M

KEY: I = Introduced   D = Developing   M = Mastered

The above chart illustrates where the program-level Student Learning Outcomes are introduced, developed, and mastered by the HPE learner. The exit experience will serve as a culminating activity for the learner to demonstrate mastery of all program learning outcomes.

Program Goal/Objective	Program-level Student Learning Outcome	Outcome addressed in courses or curricular components

Goal 1: To provide educational leaders in the health professions with foundational knowledge and skills in the practice of education **Goal 2**: To provide academic health institutions with educational leaders to serve the educational needs of faculty, students, and post-graduate trainees. **Goal 3**: To provide the field of health professions education with scholars who can advance our understanding and practice of HPE.	**SLO 1**: Graduates will be able to demonstrate the ability to create learning and development opportunities informed by relevant theories and learning science in both the didactic and clinical learning environment to meet the educational needs of undergraduate, graduate, professional, and post graduate trainees in an academic health science setting. **SLO 6**: Graduates will be able to develop their own and promote their faculty colleagues' professional educator identity.	Hallmark Assessment Task (HAT) Personal Teaching Statement Information & Rubric At its root, education is based on people's values and beliefs about humanity and the world. There is no one right way to teach and no one correct definition of a "well-educated" person. For this reason, you must articulate your own thoughts on education to know what you believe about the world and what your goals are for teaching. In this way, you can be most effective as an educator and as a citizen. The goal of this assignment is to get in writing a working draft of your beliefs about health professions education that can become part of your professional portfolio and guide your practice as you grow as an educator. This Personal Teaching Statement has 2 components: Synthesis of key ideas and educational theories on adult education from the course readings: Think about key ideas or theories that connect or resonate with you and why you think these are the most compelling components of health professions education. Your teaching statement: What are your beliefs about adults as learners and what counts as knowledge? Also, define your beliefs about teaching/learning (pedagogical practices) in your setting or educational context as an adult educator. Learners will share a draft of your full paper with a reflection group during week five. This group reflection is not graded but discussing it with your peers will provide

		valuable feedback as you prepare your final draft.
Goal 1: To provide educational leaders in the health professions with foundational knowledge and skills in the practice of education **Goal 2**: To provide academic health institutions with educational leaders to serve the educational needs of faculty, students, and post-graduate trainees. **Goal 3**: To provide the field of health professions education with scholars who can advance our understanding and practice of HPE.	**SLO 1**: Graduates will be able to demonstrate the ability to create learning and development opportunities informed by relevant theories and learning science in both the didactic and clinical learning environment to meet the educational needs of undergraduate, graduate, professional, and post graduate trainees in an academic health science setting. **SLO 2**: Graduates will be able to demonstrate ability to use assessment, evaluation, and research data to inform practice and decisions in both the didactic and clinical learning environment. **SLO 3**: Graduates will be able to engage students and trainees in learning through a variety of culturally responsive and developmentally appropriate strategies. **SLO 4**: Graduate will embrace and prioritize diversity topics, inclusive teaching practices, and creating inclusive learning environments. **SLO 5**: Graduates will be able to exemplify scholarly skills with the underlying knowledge of learning science to influence the direction of the educational environment of an academic health center. **SLO 6**: Graduates will be able to develop their own	Syllabus & Reflection (Hallmark Assessment Task) You will create a comprehensive syllabus for a course you hope to develop and/or to teach in the future. This course should be related to your current teaching assignments and/or expertise in your academic discipline. Please consider this an opportunity to be creative. Syllabi are social constructions and are often understood as agreements between a faculty and a student. The significance of this assignment is for you to think through the issues of how you would develop and construct a new course, write learning objectives, and how you might create a syllabus to maximize and enhance student learning. Syllabus must be prepared for a minimum of 8 weeks of direct instruction and should provide learners with enough information to be successful in your course. In addition to your syllabus, you must submit a reflective narrative with your syllabus (the narrative is not to exceed 5-pages), which should provide a rationale for the construction of your syllabus (i.e., why did you construct your syllabus as written and how does your syllabus consider your personal philosophy of teaching?). Describe any issues or challenges you encountered in building your course and syllabus and how you resolved them, as well as what literature was used to create the constriction of your syllabus. I will be particularly interested in learning about how your syllabus aligns with and helps you

	and promote their faculty colleagues' professional educator identity. **SLO 7**: Graduates will be able to lead and educate effectively across cultural, functional, and departmental components of the institution.	achieve the significant learning events in your class environment. You should assume you have full control of the course and design of your syllabus.
Goal 1: To provide educational leaders in the health professions with foundational knowledge and skills in the practice of education **Goal 2**: To provide academic health institutions with educational leaders to serve the educational needs of faculty, students, and post-graduate trainees. **Goal 3**: To provide the field of health professions education with scholars who can advance our understanding and practice of HPE.	**SLO 1**: Graduates will be able to demonstrate the ability to create learning and development opportunities informed by relevant theories and learning science in both the didactic and clinical learning environment to meet the educational needs of undergraduate, graduate, professional, and post graduate trainees in an academic health science setting. **SLO 2**: Graduates will be able to demonstrate ability to use assessment, evaluation, and research data to inform practice and decisions in both the didactic and clinical learning environment. **SLO 3**: Graduates will be able to engage students and trainees in learning through a variety of culturally responsive and developmentally appropriate strategies. **SLO 4**: Graduate will embrace and prioritize diversity topics, inclusive teaching practices, and creating inclusive learning environments. **SLO 5**: Graduates will be able to exemplify scholarly skills with the underlying	Lesson Plan and Reflection (Hallmark Assessment Task) Students will develop one complete lesson plan by revising a lesson for a course they currently teach, create a lesson plan for a class they hope to teach in the future, or a topic within their areas of occupational specialization (template will be provided in class, or students are welcome to use their own). Students who have taken previous courses in HPE can use inspiration from a past class (i.e., ELFH 675); those who have not taken courses in HPE will be able to draw from their professional experiences. The lesson plan should incorporate the research-based instructional strategies/method of instruction reviewed in this course and be grounded in defined areas of cognitive science. The lesson plan should be usable, and relevant to your work as a professional in the area of health professions education. Students will need to submit their topic in writing to the instructor for approval no later than the third week of the semester.

	knowledge of learning science to influence the direction of the educational environment of an academic health center. **SLO 6**: Graduates will be able to develop their own and promote their faculty colleagues' professional educator identity. **SLO 7**: Graduates will be able to lead and educate effectively across cultural, functional, and departmental components of the institution.	
Goal 1: To provide educational leaders in the health professions with foundational knowledge and skills in the practice of education **Goal 2**: To provide academic health institutions with educational leaders to serve the educational needs of faculty, students, and post-graduate trainees. **Goal 3**: To provide the field of health professions education with scholars who can advance our understanding and practice of HPE.	**SLO 1**: Graduates will be able to demonstrate the ability to create learning and development opportunities informed by relevant theories and learning science in both the didactic and clinical learning environment to meet the educational needs of undergraduate, graduate, professional, and post graduate trainees in an academic health science setting. **SLO 2**: Graduates will be able to demonstrate ability to use assessment, evaluation, and research data to inform practice and decisions in both the didactic and clinical learning environment. **SLO 3**: Graduates will be able to engage students and trainees in learning through a variety of culturally responsive and developmentally appropriate strategies. **SLO 4**: Graduate will embrace and prioritize	Memo #1: Case studies on data program review, assessment, evaluation, and planning. Differentiate among assessment, program review, evaluation, planning, and research as well as the methods appropriate to each purpose. Memo #2: Data collection methods and approaches: Select and facilitate appropriate data collection for system/department-wide assessment and evaluation efforts using current technology and methods. Consider rudimentary strengths and limitations of various methodological AER approaches in the application of findings to practice in diverse institutional settings and with diverse student populations. Identify the political and educational sensitivity of raw and partially processed data and AER results, handling them with appropriate confidentiality and deference to organizational hierarchies; Use culturally relevant and culturally appropriate terminology and methods to conduct and report AER findings.

	diversity topics, inclusive teaching practices, and creating inclusive learning environments.	Effectively articulate, interpret, and apply results of AER reports and studies, including professional literature.
	SLO 5: Graduates will be able to exemplify scholarly skills with the underlying knowledge of learning science to influence the direction of the educational environment of an academic health center.	Memo #3: Situational and needs analyses; professional & organizational applications. Conduct a situational analysis and organizational needs assessment using a 6-step approach (i.e., impact, approaches, awareness, outcomes, demand, and credibility).
	SLO 6: Graduates will be able to develop their own and promote their faculty colleagues' professional educator identity.	Memo #4: Literature review & analyses. Assess and apply relevant literature to understand the situation and generate solutions. Assess the legitimacy, trustworthiness, and/ or validity of studies of various methods and methodological designs (e.g. qualitative vs. quantitative, theoretical perspective, epistemological approach).
	SLO 7: Graduates will be able to lead and educate effectively across cultural, functional, and departmental components of the institution.	Memo #5: Learning goals and objectives. Measure impacts that advance student learning gains and other performance successes.
		Memo #6: Program design Design and develop a program that aligns with need, capacity, learning goals/outcomes, empirical research, and best practices in design principles.
		Memo #7: Student learning assessment, program evaluation, and improvement plan. Construct a preliminary improvement plan using data informed decision-making practices.
		Hallmark Assessment Task

		Students will revise the 7 memos and incorporate essential sections from among the 7 memos to submit a comprehensive program design plan.

The program design plan includes conducting a situational analysis, diagnosing organizational alignment and capacity, identifying the problem and focus of the project, reviewing relevant literature and resources, articulating the learning goals and objectives, aligning details to professional standards, proposing a pilot project (if applicable), designing the framework and program design, constructing a resource request and analysis, assessing student learning, monitoring and evaluating the plan and performance, and recommending improvements.

The final product should be no more than 40 double spaced pages (excluding citations). |
| **Goal 1**: To provide educational leaders in the health professions with foundational knowledge and skills in the practice of education

Goal 2: To provide academic health institutions with educational leaders to serve the educational needs of faculty, students, and post-graduate trainees.
Goal 3: To provide the field of health professions education with scholars who can advance our understanding and practice of HPE. | **SLO 1**: Graduates will be able to demonstrate the ability to create learning and development opportunities informed by relevant theories and learning science in both the didactic and clinical learning environment to meet the educational needs of undergraduate, graduate, professional, and post graduate trainees in an academic health science setting.

SLO 2: Graduates will be able to demonstrate ability to use assessment, evaluation, and research data to inform practice and decisions in both the didactic and clinical learning environment. | Develop a specific and thoughtful definition of diversity in higher education;
Articulate how the nature and structure of U.S. higher education has been shaped by diversity and vice versa;
Articulate the impact of historical moments and movements on specific populations;
Articulate how stereotypes, prejudice, and misinformation affect individuals within a particular group and the treatment of the group in practice and policy;
Articulate the role theory plays in understanding diversity;
Apply theory appropriately to experience and practice;
Reflect on how their own identities affect their understandings and perceptions of diversity; and

Offer specific strategies for engaging diversity in professional practice. |

	SLO 3: Graduates will be able to engage students and trainees in learning through a variety of culturally responsive and developmentally appropriate strategies.	FINAL PROJECT: The final paper will be comprised of three sections, as outlined below. Choose a group or topic of interest within higher education that pertains to diversity. This can be defined very broadly, and may include a focus on students, faculty, staff; specific groups; diversity plans (analysis, development, implementation, etc.); institutional missions, policies or programs aimed at increasing diversity; challenges measuring diversity progress; specific incidents related to diversity and institutional responses to those incidents; and so forth. Pick a topic that interests you and that you consider to be important in terms of postsecondary diversity.
	SLO 4: Graduate will embrace and prioritize diversity topics, inclusive teaching practices, and creating inclusive learning environments.	
	SLO 5: Graduates will be able to exemplify scholarly skills with the underlying knowledge of learning science to influence the direction of the educational environment of an academic health center.	1. *Context* Write 5-6 pages to **set the context**. Present a brief history of the population or issue as well as highlight relevant current research, including statistics, progress and status reports, and critiques, that is the focus of your final paper.
	SLO 6: Graduates will be able to develop their own and promote their faculty colleagues' professional educator identity.	2. *Theory, Model or Framework*: Write 2-3 pages summarizing and discussing applicable **theories, models and/or frameworks** you will use to analyze the topic you have selected. Choose 1-2 theories, models and/or frameworks to describe and discuss. Include an explicit discussion as to why you selected these theories/models/frameworks as opposed to others (i.e., what value or perspective do they offer?). You should select a theory that aligns with the topic and provides a lens to more rigorously analyze the issue.
	SLO 7: Graduates will be able to lead and educate effectively across cultural, functional, and departmental components of the institution.	
		3. *Analysis, Implications, and Recommendations*: In 8-10 pages, analyze the issue or topic using the theory/model/framework(s) you have selected**.** You are encouraged to

		supplement the information you provided in the introduction with additional data, articles, reports, and other sources that will shape and strengthen your analysis.
Goal 1: To provide educational leaders in the health professions with foundational knowledge and skills in the practice of education **Goal 2**: To provide academic health institutions with educational leaders to serve the educational needs of faculty, students, and post-graduate trainees. **Goal 3**: To provide the field of health professions education with scholars who can advance our understanding and practice of HPE.	**SLO 2**: Graduates will be able to demonstrate ability to use assessment, evaluation, and research data to inform practice and decisions in both the didactic and clinical learning environment. **SLO 4**: Graduate will embrace and prioritize diversity topics, inclusive teaching practices, and creating inclusive learning environments. **SLO 5**: Graduates will be able to exemplify scholarly skills with the underlying knowledge of learning science to influence the direction of the educational environment of an academic health center. **SLO 6**: Graduates will be able to develop their own and promote their faculty colleagues' professional educator identity. **SLO 7**: Graduates will be able to lead and educate effectively across cultural, functional, and departmental components of the institution.	Philosophy in Action Paper (HAT): In this paper, you will (1) describe a contemporary educational issue (think ripped from the headlines but support with relevant scholarly sources), (2) describe two or more philosophical stances that will aid in your understanding the issue more fully, (3) analyze the issue via the two lenses, and conclude with a discussion of (4) how each lens helped/hindered understanding the issue and your concluding thoughts about (5) how to approach the issue through philosophically grounded practice. Each paper should utilize a minimum of 5 empirical sources which serve to strengthen your stance. Length: 8-10 pages.
Goal 1: To provide educational leaders in the health professions with foundational knowledge and skills in the practice of education	**SLO 1**: Graduates will be able to demonstrate the ability to create learning and development opportunities informed by relevant theories and learning science in both the didactic and clinical learning	Evidence-based Research Project Paper & Presentation (Hallmark Assessment Task) Based on a research idea of your own choosing, you are to develop a research proposal relevant to your current or intended practice, conduct

Goal 2: To provide academic health institutions with educational leaders to serve the educational needs of faculty, students, and post-graduate trainees. **Goal 3**: To provide the field of health professions education with scholars who can advance our understanding and practice of HPE.	environment to meet the educational needs of undergraduate, graduate, professional, and post graduate trainees in an academic health science setting. **SLO 2**: Graduates will be able to demonstrate ability to use assessment, evaluation, and research data to inform practice and decisions in both the didactic and clinical learning environment. **SLO 3**: Graduates will be able to engage students and trainees in learning through a variety of culturally responsive and developmentally appropriate strategies. **SLO 4**: Graduate will embrace and prioritize diversity topics, inclusive teaching practices, and creating inclusive learning environments. **SLO 5**: Graduates will be able to exemplify scholarly skills with the underlying knowledge of learning science to influence the direction of the educational environment of an academic health center. **SLO 6**: Graduates will be able to develop their own and promote their faculty colleagues' professional educator identity. **SLO 7**: Graduates will be able to lead and educate effectively across cultural, functional, and departmental components of the institution.	the study, and write a written report of your findings appropriate for a research journal in your field. The first part of the HAT is the research proposal, or a written description of how you *plan* to conduct a study. It should explain the rationale for the research design, review of literature that informs your project, who you are planning to study and the methods you will use. Second, you will conduct your research projects and present your findings in a final paper and presentation. Your proposal should not exceed 8 pages. Your final paper should not exceed 30 pages.

6. Complete the New Program Course Form and submit it with this proposal.

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

- Include full course names and course descriptions.
- List courses under the appropriate curricular headings.
- Where they exist, report actual course numbers, titles, and descriptions in the course template. If the program has no specific course numbers required under a particular heading, provide a description of the type(s) of course(s) required in the "course title" column and the number or range of credit hours required in the "credit hours" column.

The New Program Course Form is attached to this proposal.

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

CPE Instructions: *Note any factors that make the program unique (e.g. whether any faculty are nationally or internationally recognized for expertise in this field; the program builds on the expertise of an existing locally, nationally or internationally recognized program at your institution; etc).*

The proposed program will be taught live at the UL Health Sciences Center, the College of Education and Human Development, and online.

8. Please answer the following:

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

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

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

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

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

   If yes, please check all that apply below.

☑ Distance Learning

☑ Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, e-mail, interactive television, or World Wide Web

- ☑ Technology-enhanced instruction
- ☑ Evening/weekend/early morning classes
- ☑ Accelerated courses
- ☐ Instruction at nontraditional locations, such as employer worksite
- ☐ Courses with multiple entry, exit, and reentry points
- ☐ Courses with "rolling" entrance and completion times, based on self-pacing
- ☐ Modularized courses

Further information: The Health Professions Education classes will be taught in a hybrid format to students at the UofL Health Sciences Center. This hybrid method requires students and faculty to meet live some weeks and have online-only work during other weeks. This is the current delivery method for the Graduate Certificate in HPE.

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

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

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

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

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

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

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

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

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11. Are new or additional faculty needed?   Yes ☐   No ☒

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

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

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

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

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

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

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

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

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

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

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

13. Is there a specialized accrediting agency related to this program? Yes ☐   No ☒
a. If yes, please identify the agency.
b. If yes, will the program seek accreditation?

N/A

14.a. Describe the library resources available to support this program.

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

Access to the qualitative and quantitative library resources must be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular field where such standards are available. Adequacy of electronic access, library facilities, and human resources to service the proposed program in terms of students and faculty will be considered.

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

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

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

C. Program Demand/Unnecessary Duplication

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

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

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

In addition, as the complexity of Graduate Medical Education (GME) and Dental Education continues to grow, it is essential that program directors of these programs understand assessment as related to competency-based milestones and program evaluation models that pay particular attention to patient safety outcomes. "It is no longer enough for GME leaders to be good teachers, a skill that is often gained in vivo, or informally, over one's career" (Artino, A, 2018). GME professionals need the educational and assessment strategies that can be obtained in a program such as the MS HPE.

The success of the Graduate Certificate in HPE can be built upon with the help of the faculty, staff, and methodologies from the award-winning M.A. in Higher Education Administration. The M.A. in Higher Education Administration program at the University of Louisville has been ranked #2 by the Best Online Master's Program in Higher Education. In addition, among the educational administration online offerings, the Higher Education Administration program at the University of

Louisville was also ranked #2 in the nation and received a national distinction for being most responsive to graduate student transfers into its program.

Artino, A. R., Cervero, R. M., Dezee, K. J., Holmboe, E., & Durning, S. J. (2018). Graduate programs in health professions education: Preparing academic leaders for future challenges. *10*(2), 119-122.

Student Demand

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

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

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

In the spring of 2019, the Office of Faculty Development at the University of Louisville's Health Sciences Center completed a faculty development needs assessment of all HSC faculty (~1000 faculty total).

The questions states:

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

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

40 'Yes' + 91 'Maybe' = 131/278 = 47% of respondents were interested in a master's degree in Health Professions Education.
Response Rate: 28% of Health Sciences Center Faculty

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

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

Here is an example of an informational session that is held at the Health Sciences Campus, in conjunction with the Office of Faculty Development at University of Louisville's Health Sciences Center:

Graduate Certificate in Health Professions Education (HPE) information session
May 5, 12:15 to 12:45 p.m., Microsoft Teams, Conference ID: 870 383 958#
The objective of HPE is to provide health professions faculty, fellows, residents, and graduate students in Dentistry, Medicine, and Public Health with the skills and knowledge necessary to succeed in an academic career. HPE also aims to advance practitioner & patient education, health sciences education research & enhance inter- and intra-disciplinary studies. HPE includes four 3-

credit hour graduate-level courses, a total of 12 credit hours.

For more information, contact *Staci Saner*.

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

Informational sessions will be held online and at the Health Sciences Center. Information sessions will be publicized via email to HSC Faculty. Student recruitment has been and will continue to be conducted in partnership with the Office of Faculty Development at the University of Louisville's Health Sciences Center. Please Note: Any individual with a Bachelor of Science in Nursing (BSRN) will be advised that the MS HPE degree will not provide the appropriate credentials to be a faculty member at a school of nursing. To begin a career as an academic nurse, a minimum of a master's degree in a nursing field is required.

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

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

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

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

The primary feeders for the MSHPE, will be faculty and post-graduate trainees from the schools of Medicine, Dentistry, and Public Health at the University of Louisville. The online version of the M.S. in HPE will seek to recruit throughout the region and nation.

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

313,900, according to the Bureau of Labor Statistics. Health specialties educators include educators in the fields of medicine, dentistry, allied health programs, pharmacy, public health, and veterinary medicine.

f. Project estimated student demand for the first five years of the program.

Academic Year	Degrees Conferred	Majors (Headcount) Fall Semester
2022		6
2023	4	8
2024	6	10
2025	8	12
2026	10	14

Employer Demand

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

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

- *Kentucky Center for Education and Workforce Statistics*
- *Bureau of Labor Statistics: Employment Projections*
- *Bureau of Labor Statistics: Occupational Outlook Handbook*

Kentucky growth projections in health specialties faculty are projected to grow 23.4%, from 2016-2026, according to the Kentucky Center for Statistics, Educational Services sector. [i]

Nation-wide growth projections in health specialties faculty are projected to grow 23.2% from 2018-2028, according to the Bureau of Labor Statistics. [ii]

Employer Demand

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

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

Most of the current Bureau of Labor Statistics projections are for 2016-2026. Other sources include; but are not limited to:
- Georgetown University Center on Education and the Workforce
- Bureau of Labor Statistics' Occupational Outlook Handbook
- Kentucky Center for Statistics
- KY Chamber, "Kentucky's Workforce, Progress and Challenges," January 2018
- https://www.kychamber.com/sites/default/files/Kentuckys%20Workforce%20Progress%20and%20Challenges%202018%20Final%20NEW.pdf
- Kentucky, Bridging the Talent Gap

- Document - https://www.bridgingthetalentgap.org/wp-content/uploads/2017/05/KY-Statewide.pdf
- Interactive website: https://bridgingthetalentgap.org/dashboards/

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

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

Employer Demand

3.c. Clearly describe evidence of employer demand.

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

Reasons cited for the growth in HPE programs are listed as follows:
According to the National Resident Match Program for 2021, there were 15,347 medical school seniors that did not receive a match to a residency program. The number of residency programs will be increasing as new medical schools are coming online and producing more medical students to fill the anticipated shortage of physicians in this country. According to the Association of American Medical Colleges (AAMC) 2019 Update: Complexities in Physician Supply and Demand, the United States will have anticipated shortage of physicians between 42,600 and 121,900 by the year 2032, depending on specialty. To produce more doctors, more residency programs will need to be accredited. Each residency program will be required to have skilled medical educators (Per the ACGME) with knowledge of evidence-based teaching and learning to educate these trainees to practice medicine on their own. The proposed MS HPE will provide such educators to help fill this coming gap in medical professionals.

The image below is taken from the Journal of Academic Medicine and speaks to the increased demand in HPE programs. "Increased demand for career tracks, Institutional Requirement for some positions, Accrediting bodies require continuing education, Unique demands by the field of medicine; depth and breadth of knowledge/skills required to educate Professionalization of HPE." - Journal of Academic Medicine, Vol. 88, No 9/ September 2013.

Academic Demand

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

N/A

5. Academic Disciplinary Needs:

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

The accrediting bodies in medicine and dentistry are requiring faculty to possess more background knowledge in educating health professional students. For medicine the Liaison Committee for Medical Education (LCME) and the Accreditation Council for Graduate Medical Education (ACGME) have both undergone recent transitions requiring medical faculty to have education backgrounds in the topics of: (a) feedback and assessment, (b) curriculum development, (c) teaching and learning, (d) educational leadership. In addition, the Commission on Dental Accreditation (CODA) require faculty to be able to develop program and course goals and objectives. The dental faculty must also be able to assess these learner goals and objectives in multiple assessment methods.

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

N/A

Unnecessary Duplication (Similar Programs)

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

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

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

SREB Schools:
- Eastern Virginia Medical School http://www.evms.edu/education/masters_programs/medical_and_health_professions_education/
- Fischler School of Education, Nova Southeastern University http://osteopathic.nova.edu/msme/
- George Washington University https://www.programs.gwu.edu/graduate/clinical-research-administration
- Johns Hopkins University http://education.jhu.edu/Academics/masters/MEHP/index.html
- North Carolina State University https://ced.ncsu.edu/program-descriptions/masters-health-professions-education/

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

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

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

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

In Kentucky, the only Health Professions Education program is at a private university, Bellarmine University. It is a PhD in Health Professions Education. Faculty interested in pursuing a PhD in HPE will be able to use the MSHPE from University of Louisville as the first 33 hours of the HPE PhD from Bellarmine. https://www.bellarmine.edu/health-professions/graduate/phd-in-health-professions-education/

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

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

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

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

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

There is not a similar program in Kentucky. The targeted student population for this proposed degree is post-graduate trainees and faculty at the University of Louisville Health Sciences Campus. The targeted degree for an online version of the program is educators at other academic health institutions throughout Kentucky and the region.

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

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

N/A

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

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

N/A

g. Describe how the proposed program will articulate with related programs in the state. It should describe the extent to which student transfer has been explored and coordinated with other institutions.

   Attach all draft articulation agreements related to this program.

   CPE Instructions: *Include a summary of initial discussions with other institutions (both community and technical colleges and universities) about pathways for student transfer. If none have occurred, please explain.*

There are no articulation agreements with other institutions. Classes taken for U of L's Graduate Certificate in Health Professions Education can count toward the M.S. in HPE.

h. Will there be collaboration between the proposed program and existing state programs? If there will be collaboration, please explain what it will entail.

If there will not be collaboration, please explain why there is no proposed collaboration with existing programs.

N/A

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

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

A search for similar programs or by CIP can be conducted at
https://dataportal.cpe.ky.gov/KYAcademicProgInventory.aspx.
If assistance is needed to identify similar programs in Kentucky contact
OAPA at PROGAPPR@louisville.edu.

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

Similar Program 1: N/A	
Institution:	
Program Name:	
Comparison of Objectives/Focus/Curriculum to Similar Programs: *Explain the differences in curriculum, focus, and/or objectives. If the proposed program curriculum does not differ substantially from existing programs, then describe potential collaborations with other institutions.*	
Comparison of Student Populations: *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).*	
Access to Existing Programs: *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).*	
Feedback from Other Institutions: *Summarize the feedback from colleagues at institutions with similar programs.*	

D. Cost

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

1. Will this program require additional resources?   Yes ☐   No ☒

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

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

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

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

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

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

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

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

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

- Complete the New Program Budget Spreadsheet.

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

Notes for completing the Budget Spreadsheet:
- Provide an estimate of the level of new and existing resources that will be required to implement and sustain the program.

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

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

  Graduate/Professional*
  Graduate: 75% (net of mandatory student fees) of tuition review revenue allocated according to a student's home academic program.
  Professional: 85% of tuition revenues generated from professional degree (law, dentistry, medicine), doctoral, and DNP programs allocated to the student's home academic program. For purposes of the budget model, doctoral programs fall in the Professional category.

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

- Note that there are three tabs to the Budget spreadsheet.

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

Expenses tab:
- You do not have to estimate classroom space unless you believe that existing space is not sufficient to support the academic program.

The New Program Budget Spreadsheet is attached to this proposal.

E. Program Review and Assessment

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

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

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

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

There are seven program-level student learning outcomes. Many of the outcomes are assessed at multiple intervals in different courses during the program. The program faculty utilize the data from assessment results to determine if changes are needed in teaching strategies or if the assessment(s) need updating to gather the best results. The HPE faculty are committed to continually improving the program and developing new instructional strategies, projects, experiences, and assessments to help all HPE learners meet and exceed the student learning outcomes for this program.

Program-level Student Learning Outcome	Point of assessment (course, assignment, etc.)	Assessment Method (include direct and indirect assessments) NOTE: these are program-level assessments, thus course grades are not appropriate assessments	Frequency of the assessment method
SLO 1: Graduates will be able to demonstrate the ability to create learning and development opportunities informed by relevant theories	• LEAD 665: Foundations of Health Professions Education – HAT, Mini-Teach sessions for Book Clubs.	Direct Assessments: Hallmark Assessment Tasks (HATs) from LEAD 665, LEAD 675, LEAD 676	This Programmatic SLO is assessed at no fewer than eight different points over the course of the program (2-3

and learning science in both the didactic and clinical learning environment to meet the educational needs of undergraduate, graduate, professional, and post graduate trainees in an academic health science setting.	• LEAD 675: Teaching & Learning in HPE – HAT, Lightening talk activity. • LEAD 676: Instructional Strategies in HPE – HAT, 3 distinct Micro-Teach sessions over the course.	<u>Indirect Assessments:</u> Learner reflective tasks, and other classroom assessment techniques (CATs), current student survey, recent graduate survey, and faculty survey.	years). By adding in formative and other indirect assessments, such as reflective CATs, this SLO will be assessed directly and indirectly on numerous occasions. For example, in LEAD 676, this SLO is directly assessed in the HAT and 3 other assignments during that course. This does not include formative feedback provided to each learner before and after the non-HAT assignments.
SLO 2: Graduates will be able to demonstrate ability to use assessment, evaluation, and research data to inform practice and decisions in both the didactic and clinical learning environment.	• LEAD 675: Teaching and Learning in Health Professions Education – HAT, Lightening Talk • LEAD 676: Instructional Strategies in HPE – HAT, 3 distinct Micro-Teach sessions over the course. • LEAD 685: Evidence-Based Practice in HPE – HAT. • LEAD 607: Principles of Educational Leadership - Final Project • LEAD 666: Program Development & Assessment - HAT	<u>Direct Assessments:</u> Hallmark Assessment Tasks (HATs) from LEAD 675, LEAD 676, LEAD 685. LEAD 666. Final project for LEAD 607. <u>Indirect Assessments:</u> Learner reflective tasks, and other classroom assessment techniques (CATs), current student survey, recent graduate survey, and faculty survey.	This Programmatic SLO is assessed at no fewer than seven different points over the course of the program (2-3 years). By adding in formative and other indirect assessments, such as reflective CATs, this SLO will be assessed directly and indirectly on numerous occasions.
SLO 3: Graduates will be able to engage students and trainees in learning through a variety of culturally responsive and developmentally appropriate strategies.	• LEAD 665: Foundations of Health Professions Education – HAT, Mini-Teach sessions for Book Clubs. • LEAD 675: Teaching & Learning in HPE – HAT, Lightening talk activity.	<u>Direct Assessments:</u> Hallmark Assessment Tasks (HATs) from LEAD 665, LEAD 675, LEAD 676, LEAD 685, LEAD 694. Final project for LEAD 607.	This Programmatic SLO is assessed at no fewer than twelve different points over the course of the program (2-3 years). By adding

	• LEAD 676: Instructional Strategies in HPE – HAT, 3 distinct Micro-Teach sessions over the course. • LEAD 607: Principles of Educational Leadership - Final Project Final Project, Blog post assignment. • LEAD 685: Evidence-Based Practice in HPE – HAT, • LEAD 694: Diversity in Higher Education - HAT	<u>Indirect Assessments</u>: Learner reflective tasks, and other classroom assessment techniques (CATs), current student survey, recent graduate survey, and faculty survey.	in formative and other indirect assessments, such as reflective CATs, this SLO will be assessed directly and indirectly on numerous occasions.
SLO 4: Graduate will embrace and prioritize diversity topics, inclusive teaching practices, and creating inclusive learning environments.	• LEAD 665: Foundations of Health Professions Education – HAT • LEAD 675: Teaching & Learning in HPE – HAT, Lightening talk activity. • LEAD 676: Instructional Strategies in HPE – HAT, 3 distinct Micro-Teach sessions over the course. • LEAD 685: Evidence-Based Practice in HPE – HAT • LEAD 607: Principles of Educational Leadership – Blog post assignment • LEAD 694: Diversity in Higher Education – Final Project	<u>Direct Assessments</u>: Hallmark Assessment Tasks (HATs) from LEAD 665, LEAD 675, LEAD 676, LEAD 685. Final projects in LEAD 607 & LEAD 694 <u>Indirect Assessments</u>: Learner reflective tasks, and other classroom assessment techniques (CATs), current student survey, recent graduate survey, and faculty survey.	This Programmatic SLO is assessed at no fewer than nine different points over the course of the program (2-3 years). By adding in formative and other indirect assessments, such as reflective CATs, this SLO will be assessed directly and indirectly on numerous occasions.
SLO 5: Graduates will be able to exemplify scholarly skills with the underlying knowledge of learning science to influence the direction of the educational environment of an academic health center.	• LEAD 665: Foundations of Health Professions Education – HAT, Mini-Teach sessions for Book Clubs. • LEAD 675: Teaching & Learning in HPE – HAT, Lightening talk activity. • LEAD 676: Instructional Strategies in HPE – HAT, 3 distinct Micro-Teach sessions over the course. • LEAD 685: Evidence-Based Practice in HPE – HAT,	<u>Direct Assessments</u>: Hallmark Assessment Tasks (HATs) from LEAD 665, LEAD 675, LEAD 676, LEAD 685, LEAD 661, LEAD 681. Final projects in LEAD 607 & LEAD 694 <u>Indirect Assessments</u>: Learner reflective tasks, and other classroom assessment techniques (CATs), current student survey,	This Programmatic SLO is assessed at no fewer than twelve different points over the course of the program (2-3 years). By adding in formative and other indirect assessments, such as reflective CATs, this SLO will be assessed directly and indirectly on

		recent graduate survey, and faculty survey.	numerous occasions.
	• LEAD 607: Principles of Educational Leadership – Blog post assignment • LEAD 661: Adult & Organizational Learning – HAT • LEAD 681: Philosophy of Higher Education - HAT • LEAD 694: Diversity in Higher Education – Final project		
SLO 6: Graduates will be able to develop their own and promote their faculty colleagues' professional educator identity.	• LEAD 665: Foundations of Health Professions Education – HAT, Mini-Teach sessions for Book Clubs. • LEAD 675: Teaching & Learning in HPE – HAT, Lightening talk activity. • LEAD 676: Instructional Strategies in HPE – HAT, 3 distinct Micro-Teach sessions over the course. • LEAD 685: Evidence-Based Practice in HPE – HAT, • LEAD 607: Principles of Educational Leadership – Blog post assignment	<u>Direct Assessments:</u> Hallmark Assessment Tasks (HATs) from LEAD 665, LEAD 675, LEAD 676, LEAD 685. <u>Indirect Assessments:</u> Learner reflective tasks, and other classroom assessment techniques (CATs), current student survey, recent graduate survey, and faculty survey.	This Programmatic SLO is assessed at no fewer than ten different points over the course of the program (2-3 years). By adding in formative and other indirect assessments, such as reflective CATs, this SLO will be assessed directly and indirectly on numerous occasions.
SLO 7: Graduates will be able to lead and educate effectively across cultural, functional, and departmental components of the institution.	• LEAD 665: Foundations of Health Professions Education – Mini-Teach sessions for Book Clubs. • LEAD 675: Teaching & Learning in HPE – HAT, Lightening talk activity. • LEAD 676: Instructional Strategies in HPE – HAT, 3 distinct Micro-Teach sessions over the course. • LEAD 685: Evidence-Based Practice in HPE – HAT, • LEAD 607: Principles of Educational Leadership – Blog post assignment	<u>Direct Assessments:</u> Hallmark Assessment Tasks (HATs) from LEAD 675, LEAD 676, LEAD 685, LEAD 661. Mini-Teach session in LEAD 665, Final projects in LEAD 607 & LEAD 694 <u>Indirect Assessments:</u> Learner reflective tasks, and other classroom assessment techniques (CATs), current student survey, recent graduate survey, and faculty survey.	This Programmatic SLO is assessed at no fewer than eight different points over the course of the program (2-3 years). By adding in formative and other indirect assessments, such as reflective CATs, this SLO will be assessed directly and indirectly on numerous occasions.

	• LEAD 661: Adult & Organizational Learning – HAT • LEAD 694: Diversity in Higher Education		

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

Also provide indirect indicators of achievement where possible.

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

a. Which components will be evaluated?

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

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

b. When will the components be evaluated?

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

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

c. When will the data be collected?

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

At the end of the calendar year.

d. How will the data be collected?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

In areas where student achievement of the program outcomes does not meet or exceed expectations, new instructional strategies will be developed to enhance instruction for those specific outcomes. The program faculty utilize the data from assessment results to determine if changes are needed in teaching strategies or if the assessment(s) need updating to gather the best results. The HPE faculty are committed to continually improving the program and developing new instructional strategies, projects, experiences, and assessments to help all HPE learners meet and exceed the student learning outcomes for this program.

3. What are the measures of teaching effectiveness?

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

Student evaluations will be one measure of teaching effectiveness. In addition, the program will utilize peer observations and reflective activities to improve educator effectiveness. These are the same strategies used in the HPE program to improve teaching effectiveness of our learners.

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

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

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

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

New Academic programs undergo an interim program review after five years for undergraduate programs, four years for masters programs, and three years for doctoral programs. After the interim review, all programs are placed on the university's regular program review schedule.

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

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

The program can develop an advisory board to help ensure the appropriate outcomes are achieved in the program. Questions that will be asked to assess success can include:
- What type of employment did the graduate obtain four years after graduation?
- Does the graduate feel the M.S. in HPE gave them a relevant credential for their current role?
- How did the coursework in the HPE program help the graduate in the day-to-day work?

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

Appendix A. Employer Demand.

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

Type of Job	Regional Avg Wage (according to data.bls.gov)	Regional # of openings (total jobs)	Regional Growth Projections (%)	State Avg Wage	State # of openings	State Growth Projections (%)	National Mean Wage	National # of openings	National Growth Projections (%)
Health Specialties Instructors, Postsecondary: Includes the following professions: dentistry, laboratory technology, medicine, pharmacy, public health, therapy, and veterinary medicine	Ohio: $128,960 Kentucky: $87,430 West Virginia: $69,130 Tennessee: $99,280 Illinois: $93,410 Indiana: $116,890	Ohio: 10,560 Kentucky: 1,890 West Virginia: 1720 Tennessee: 3740 Illinois: 10110 Indiana: 4040	23.2%	$72,829	2,828	23.4%	$99,090	59,100	23.2%
Biological Science Teachers, Postsecondary	Ohio: $88,580 Kentucky: $71,550 West Virginia: $59,110 Tennessee: $75,260 Illinois: $88,180 Indiana: $103,660	Ohio: 2030 Kentucky: 470 West Virginia: 300 Tennessee: 1060 Illinois: 1960 Indiana: 1360	12%	$72,788	583	12.9%	$101,320	5600	9.3%

Employer Demand Resources:

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

- Georgetown University Center on Education and the Workforce
- Bureau of Labor Statistics' Occupational Outlook Handbook
- Kentucky Center for Statistics
- KY Chamber, "Kentucky's Workforce, Progress and Challenges," January 2018 https://www.kychamber.com/sites/default/files/Kentuckys%20Workforce%20Progress%20and%20Challenges%202018%20Final%20NEW.pdf
- Kentucky, Bridging the Talent Gap
  Document - https://www.bridgingthetalentgap.org/wp-content/uploads/2017/05/KY-Statewide.pdf
  Interactive website: https://bridgingthetalentgap.org/dashboards/

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

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

Occupational Employment Statistics Query System:
https://data.bls.gov/oes/#/occGeo/One%20occupation%20for%20multiple%20geographical%20areas

Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty

Name of Institution: University of Louisville

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

Academic Term(s) Included: Fall 2020 and Spring 2021   Date Form Completed: 4/26/2020

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

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

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

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

STACI SANER, M.ED.
8422 Biggin Hill Ln
Louisville, KY 40220
(C) 214-796-7274   staci.saner@louisville.edu

EDUCATIONAL BACKGROUND

Doctor of Education	Candidate, June 2021
College of Saint Mary, Omaha, NE	

Certificate, Health Professions Education   2018
University of Louisville, Louisville, KY

Master of Education (Science Education)   2006
The University of Texas, Austin, TX

Bachelor of Science, Biology   1994
University of Illinois, Urbana-Champaign, IL

RELEVANT PROFESSIONAL EXPERIENCE

Program Director for Faculty Development   2018 - Present
Health Sciences Center
University of Louisville, Louisville, KY

Program Director   2021 - Present
Graduate Certificate for Health Professions Education
College of Education and Human Development
University of Louisville, Louisville, KY

Program Manager for Faculty Development   2016 - 2018
School of Medicine
University of Louisville, Louisville, KY

PUBLICATIONS

Farmer RW, **Saner S**, Weingartner LA, Rabalais G. Questioning Aid for Rich, Real-Time Discussion (QARRD): a tool to improve critical thinking in clinical settings. *MedEdPORTAL.* 2021;17:11132. https://doi.org/10.15766/mep_2374-8265.11132

CONFERENCE WORKSHOPS

Farmer, R.W., **Saner, S**., & Rabalais, G., (2021). *Guide to Using Strategic Questioning in Busy Clinical Settings.* Accepted for presentation, Celebration of Teaching & Learning, Louisville, KY. Virtual.

Saner, S., Weingartner, L., (2021). *Engage online learners and promote community with a social reading platform.* Accepted for presentation, Celebration of Teaching & Learning, Louisville, KY. Virtual.

Saner, S., Rabalais, G., (2021). *Do You Want Learners to be More Self-Directed? Help Them.* Accepted for presentation, Celebration of Teaching & Learning, Louisville, KY. Virtual.

Farmer, R.W., **Saner, S**., & Rabalais, G., (2020). *Strategic Questioning in the Clinical Learning Environment.* Accepted for presentation, Celebration of Teaching & Learning, Louisville, KY.

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Farmer, R.W., **Saner, S**., & Rabalais, G., (2020). *Strategic Questioning in the Clinical Learning Environment.* Accepted for presentation, The Teaching Professor Conference, Atlanta, GA. *(this meeting was canceled due to the COVID 19 pandemic).*

Rabalais, G., Gannon M. **Saner, S**., (2020). *Cultivating Future Institutional Leaders from Within: Program Development for Mid-Career Faculty.* Accepted for presentation, Association for American Medical Colleges, Group on Faculty Affairs meeting. July 22, 2020, Portland, OR. *(this meeting was canceled due to the COVID 19 pandemic).*

Farmer, R.W., **Saner, S**., & Rabalais, G., (2019). *Applying Effective Learning Science to Clinical Teaching in the Moment*. Presentation, International Conference on Faculty Development in the Health Professions, Ottawa, ON Canada.

Rabalais G., **Saner S.**, (2018). *Unpacking Design Thinking & Leadership Skills to Build a Successful Course for Faculty*. Presentation, Association of American Medical Colleges, Group on Faculty Affairs, Professional Development Conference, St. Louis, MO.

PAPER PRESENTATIONS

Saner, S., & Rabalais, G., (2019). *Exploring Leadership Development through the Lens of Innovation and Design Thinking*. Paper presented at the International Conference on Faculty Development in the Health Professions, Ottawa, ON Canada.

POSTER PRESENTATIONS

Saner S, Farmer RW, Weingartner LA, Rabalais G. (2021). *A strategic questioning tool to promote critical thinking with clinical learners.* Poster presented at GEA Spring Regional Meeting, Virtual.

Saner, S., Miller, K., & Rabalais, G. (2018). *Leadership and Innovation in Academic Medicine (LIAM) Provides Leadership Training to Junior Faculty*. Poster presented at the Group on Faculty Affairs Professional Development Conference, St. Louis, MO.

GRAND ROUNDS PRESENTATIONS

2020. Rabalais G, Farmer RW, **Saner S.** *Strategic Questioning in the Clinical Learning Environment*. Department of Pediatrics, University of Louisville School of Medicine.

2020. **Saner S,** Rabalais G. *Do You Want Learners to be More Self-Directed? It's Time to Help Them*. HSC Faculty Development Educator Grand Rounds, University of Louisville Health Sciences Center.

2020. Rabalais G, **Saner S.** *Strategic Questioning*. Department of Ophthalmology, University of Louisville School of Medicine.

2020. **Saner S,** Rabalais G, *Helping Learners be More Self-Directed*. Department of OB-Gyn and Women's Health, University of Louisville School of Medicine.

2019. **Saner S**, Rabalais G, *Make Learning Stick.* HSC Faculty Development Educator Grand Rounds, University of Louisville Health Sciences Center.

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RELEVANT TEACHING EXPERIENCE

University of Louisville College of Education & Human Development - Health Professions Education Certificate Program
- Spring 2021: LEAD 676 Instructional Strategies in Health Professions Education
- Fall 2020: LEAD 665 Foundations in Health Professions Education
- Spring 2020: ELFH 676 Instructional Strategies in Health Professions Education
- Fall 2019: ELFH 665 Foundations in Health Professions Education
- Spring 2019: ELFH 676 Instructional Strategies in Health Professions Education
- Fall 2018: ELFH 665 Foundations in Health Professions Education

HONORS & AWARDS

Keller Independent School District Secondary Teacher of the Year   2008

PROFESSIONAL ASSOCIATIONS

Professional and Organizational Development in Higher Education (POD)   2016 – present
American Association of Medical Colleges (AAMC)   2016 – present
Association for Supervision and Curriculum Development (ASCD)   2008 – present
Learning Forward, The Professional Learning Association   2008 – present

Cost/Funding Explanation

Complete the following table for the first five years of the proposed program and provide an explanation of how the institution will sustain funding needs. *The total funding and expenses in the table should be the same, or explain sources(s) of additional funding for the proposed program.

A. Funding Sources, by year of program:	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources					
~ New					
~ Existing					
Narrative Explanation/Justification:					

Funding Sources, by year of program (continued)	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Other Non-State Sources					
~ New					
~ Existing					
Narrative Explanation/Justification:					

Funding Sources, by year of program (continued)	1st Year	2nd Year	3rd Year	4th Year	5th Year

Cost/Funding Explanation

State Resources	1st Year	2nd Year	3rd Year	4th Year	5th Year
~ New					
~ Existing					

Narrative Explanation/Justification:

Funding Sources, by year of program *(continued)*	1st Year	2nd Year	3rd Year	4th Year	5th Year
Internal Allocation					
Internal Reallocation					

Narrative Explanation/Justification: *The sources and process of allocation and reallocation should be detailed, including an analysis of the impact of the reduction on existing programs and/or organization units.*

Funding Sources, by year of program *(continued)*	1st Year	2nd Year	3rd Year	4th Year	5th Year
Student Tuition					

Cost/Funding Explanation

	1st Year	2nd Year	3rd Year	4th Year	5th Year
~ New					
~ Existing					

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

		1st Year	2nd Year	3rd Year	4th Year	5th Year
A.	**TOTAL - Funding Sources** (REVENUES) -	$ -	$ -	$ -	$ -	$ -

Cost/Funding Explanation

B. Breakdown of Budget Expenses/Requirements	1st Year	2nd Year	3rd Year	4th Year	5th Year
Staff:					
Executive, Administrative, Managerial					
New					
Existing					
Other Professional					
New					
Exisiting					
Faculty					
New					
Existing					
Graduate Assistants					
New					
Existing					
Student Employees					
New					
Existing					
Narrative Explanation/Justification: *Includes salaries of all listed above. Identify the number of new faculty required and whether the new hires will be part-time or full-time. Identify the number of assistantships/stipends that will be provided. Include the level of support for each assistantship/stipend.*					
Equipment and Instructional Materials					
New					
Existing					

Cost/Funding Explanation

Narrative Explanation/Justification:					

Library
    New
    Existing					

Narrative Explanation/Justification:					

Contractual Services
    New
    Existing					

Narrative Explanation/Justification					

Academic and/or Student Support Services
    New
    Existing					

Narrative Explanation/Justification					

Other Support Services
    New
    Existing					

Narrative Explanation/Justification					

Faculty Development
    New
    Existing					

Narrative Explanation/Justification					

Cost/Funding Explanation

Assessment New Existing					
Narrative Explanation/Justification					
Other New Existing					
Narrative Explanation/Justification:					
TOTAL New Existing					

Cost/Funding Explanation

Complete the following table for the first five years of the proposed program and provide an explanation of how the institution will sustain funding needs. For any existing dollar amounts and department allocation for new dollar amounts reported in the Expenses spreadsheet, also add the dollar amounts to the Funding Sources spreadsheet under Internal allocation or reallocation.

You must add an explanation/justification for any dollar amount reported in this table.

*The FundingSource Expenses-Combined spreadsheet will pre-populate from the numbers entered into the Funding Sources and Expenses spreadsheets. The total funding and expenses shown in the Combined spreadsheet should be the same (i.e., there should be enough funding to cover the proposed expenses). Provide an explanation for any excess funding beyond those needed to cover expenses.

A. Funding Sources, by year of program:	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources					
~ New					
~ Existing					
Narrative Explanation/Justification:					
Not applicable					

Funding Sources, by year of program *(continued)*	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Other Non-State Sources					
~ New					
~ Existing					
Narrative Explanation/Justification:					

Not Applicable

Funding Sources, by year of program *(continued)*	1ˢᵗ Year	2ⁿᵈ Year	3ʳᵈ Year	4ᵗʰ Year	5ᵗʰ Year
State Resources					
~ New					
~ Existing					

Narrative Explanation/Justification:

Not Applicable

Funding Sources, by year of program *(continued)*	1ˢᵗ Year	2ⁿᵈ Year	3ʳᵈ Year	4ᵗʰ Year	5ᵗʰ Year
Internal					
Internal Allocation					
Internal Reallocation					

Narrative Explanation/Justification: *The sources and process of allocation and reallocation should be detailed, including an analysis of the impact of the reduction on existing programs and/or organization units. Internal reallocation are those estimated dollars that will be dedicated to fund the start-up and support of the new academic program – typically defined as faculty, administrative/staff and operational expenses.*

Not Applicable

Funding Sources, by year of program *(continued)*	1st Year	2nd Year	3rd Year	4th Year	5th Year
Student Tuition					
~ New (Proposed M.S. in HPE)	$ 16,915.00	$ 22,553.00	$ 28,192.00	$ 33,830.00	$ 39,468.00
~ Existing (Graduate Certificate in HPE)	$ 56,383.00	$ 62,021.00	$ 68,223.00	$ 75,046.00	$ 82,550.00

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

   Existing tution revenue: 20 students taking the Graduate Certificate in HPE: $764 x 12 credits = $9168 x 20 students = $183,360. Of this amount, only 41% of students pay tuition, the rest use the employee tuition remission benefit. $183,360 x 41% = $75,178. According to the instructions, 75% returns to the student's home academic program for a total of $75,178 x 41% = $56,383 per year. This spreadsheet assumes that the existing certificate will grow at 10% per year. (actual growth for the Certificate has doubled since 2018)
   New tuition revenue: This spreadsheet assumes students will take 12 credit hours per year, like the Graduate Certificate Scenario above. As outlined the Program Proposal Template, the projected number of enrolled students in the M.S. in Health Professions Education is 6, 8, 10, 12, 14 for years one through five. 75% of tuition revenue for each student that takes 12 credit hours a year (assuming 41% pay tuition) is $2,819.16 per student. This amount is multiplied by 6, 8, 10, 12, and 14 for their respective years.

Total					
~ New	$ 16,915.00	$ 22,553.00	$ 28,192.00	$ 33,830.00	$ 39,468.00

Cost/Funding Explanation

	~ Existing	$ 56,383.00	$ 62,021.00	$ 68,223.00	$ 75,046.00	$ 82,550.00
		1st Year	2nd Year	3rd Year	4th Year	5th Year
A.	TOTAL - Funding Sources (REVENUES)	$ 73,298.00	$ 84,574.00	$ 96,415.00	$ 108,876.00	$ 122,018.00

$ 485,181.00	Funding Total over 5 Years (will pre-populate)

Cost/Funding Explanation

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

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

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

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

B. Breakdown of Budget Expenses/Requirements	1st Year	2nd Year	3rd Year	4th Year	5th Year
Staff					
Executive, Administrative, Managerial					
~ New			$ 7,000.00	$ 7,000.00	$ 7,000.00
~ Existing	$ 7,000.00	$ 7,000.00	$ 7,000.00	$ 7,000.00	$ 7,000.00
Other Professional					
~ New					
~ Existing					
Faculty					
~ New		$ 20,000.00	$ 20,000.00	$ 20,000.00	$ 20,000.00
~ Existing	$ 50,000.00	$ 50,000.00	$ 50,000.00	$ 50,000.00	$ 50,000.00
Graduate Assistants					
~ New	$ -	$ -	$ -	$ -	$ -
~ Existing	$ -	$ -	$ -	$ -	$ -
Student Employees					
~ New	$ -	$ -	$ -	$ -	$ -
~ Existing	$ -	$ -	$ -	$ -	$ -

Narrative Explanation/Justification: *Includes salaries for all listed above and explain how they were calculated. Identify the number of new faculty required and whether the new hires will be part-time or full-time. Identify the number of assistantships/stipends that will be provided. Include the level of support for each assistantship/stipend.*

Cost/Funding Explanation

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

Breakdown of Budget Expenses/Requirements *(continued)*	1ˢᵗ Year	2ⁿᵈ Year	3ʳᵈ Year	4ᵗʰ Year	5ᵗʰ Year
Equipment and Instructional Materials					
~ New	$ -	$ -	$ -	$ -	$ -
~ Existing	$ -	$ -	$ -	$ -	$ -
Narrative Explanation/Justification:					

Breakdown of Budget Expenses/Requirements *(continued)*	1ˢᵗ Year	2ⁿᵈ Year	3ʳᵈ Year	4ᵗʰ Year	5ᵗʰ Year
Library					
~ New	$ -	$ -	$ -	$ -	$ -
~ Existing	$ -	$ -	$ -	$ -	$ -
Narrative Explanation/Justification:					

Cost/Funding Explanation

Breakdown of Budget Expenses/Requirements *(continued)*	1st Year	2nd Year	3rd Year	4th Year	5th Year
Contractual Services					
~ New	$ -	$ -	$ -	$ -	$ -
~ Existing	$ -	$ -	$ -	$ -	$ -
Narrative Explanation/Justification:					

Breakdown of Budget Expenses/Requirements *(continued)*	1st Year	2nd Year	3rd Year	4th Year	5th Year
Academic and/or Student Support Services					
~ New	$ -	$ -	$ -	$ -	$ -
~ Existing	$ -	$ -	$ -	$ -	$ -
Narrative Explanation/Justification:					

Breakdown of Budget Expenses/Requirements *(continued)*	1st Year	2nd Year	3rd Year	4th Year	5th Year
Other Support Services					
~ New	$ -	$ -	$ -	$ -	$ -
~ Existing	$ -	$ -	$ -	$ -	$ -
Narrative Explanation/Justification:					

Breakdown of Budget Expenses/Requirements *(continued)*	1st Year	2nd Year	3rd Year	4th Year	5th Year
Faculty Development					
~ New	$ -	$ -	$ -	$ -	$ -
~ Existing	$ -	$ -	$ -	$ -	$ -
Narrative Explanation/Justification:					

Breakdown of Budget Expenses/Requirements *(continued)*	1st Year	2nd Year	3rd Year	4th Year	5th Year
Assessment					
~ New	$ -	$ -	$ -	$ -	$ -
~ Existing	$ -	$ -	$ -	$ -	$ -
Narrative Explanation/Justification:					

Breakdown of Budget Expenses/Requirements *(continued)*	1st Year	2nd Year	3rd Year	4th Year	5th Year
Student Space and Equipment (if doctorate)					
~ New	$ -	$ -	$ -	$ -	$ -
~ Existing	$ -	$ -	$ -	$ -	$ -
Narrative Explanation/Justification:					

Cost/Funding Explanation

Breakdown of Budget Expenses/Requirements *(continued)*	1st Year	2nd Year	3rd Year	4th Year	5th Year
Faculty Space and Equipment (if doctorate)					
~ New	$ -	$ -	$ -	$ -	$ -
~ Existing	$ -	$ -	$ -	$ -	$ -
Narrative Explanation/Justification:					

Breakdown of Budget Expenses/Requirements *(continued)*	1st Year	2nd Year	3rd Year	4th Year	5th Year
Other					
~ New	$ -	$ -	$ -	$ -	$ -
~ Existing	$ -	$ -	$ -	$ -	$ -

Cost/Funding Explanation

	Narrative Explanation/Justification:					
	Total					
	~ New	$ -	$ 20,000.00	$ 27,000.00	$ 27,000.00	$ 27,000.00
	~ Existing	$ 57,000.00	$ 57,000.00	$ 57,000.00	$ 57,000.00	$ 57,000.00

		1st Year	*2nd Year*	*3rd Year*	*4th Year*	*5th Year*
B.	**TOTAL - Expenses/Requirements** (EXPENDITURES)	$ 57,000.00	$ 77,000.00	$ 84,000.00	$ 84,000.00	$ 84,000.00

$ 386,000.00	**Expenses Total over 5 Years (will pre-populate)**

		1st Year	2nd Year	3rd Year	4th Year	5th Year
A.	TOTAL - Funding Sources (REVENUES)	$ 73,298.00	$ 84,574.00	$ 96,415.00	$ 108,876.00	$ 122,018.00
B.	TOTAL - Expenses/Requirements (EXPENDITURES)	*1st Year* (57,000.00)	*2nd Year* (77,000.00)	*3rd Year* (84,000.00)	*4th Year* (84,000.00)	*5th Year* (84,000.00)
	BALANCE - (SURPLUS/DEFICIT)	$16,298.00	$7,574.00	$12,415.00	$24,876.00	$38,018.00

August 3, 2020

Academic Program Review Committee
University of Louisville

Dear APC Committee:

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

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

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

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

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

Sincerely,

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

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

UNIVERSITY OF
LOUISVILLE. ®

UNIVERSITY LIBRARIES

August 3, 2020

Connie Shumake
Office of the Provost
University of Louisville
Louisville, KY 40292

Connie,

We have been asked to provide a letter of support for the proposed MS in Health Professions
Education. Our attached review indicates that the Libraries have adequate resources to support
this proposal and no new resources would be required though additional materials may be added
going forward as resources permit.

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

Sincerely,

Robert E. Fox, Jr.
Dean, University Libraries

CC: Fannie Cox
        Bruce Keisling
        Katie Niehaus
        Claudene Sproles

EVALUATION OF LIBRARY RESOURCES
ESSENTIAL TO THE SUPPORT OF:

PROPOSED MASTER OF SCIENCE IN HEALTH PROFESSIONS EDUCATION

By

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

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

OVERVIEW

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

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

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

COLLECTIONS

I.   BOOK COLLECTION

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

TABLE I. Book Holdings*

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

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

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

- A search on the topics of Business and Economics in WorldCat, the online union catalog indicates that UofL has 3,506 less monographs than CIN. PIT has 5,570 more monographs than UofL and the IAX/IAY has 3,594 more monographs then UofL.

- When comparing the book titles for Health Professions, UofL has five fewer than CIN, 1,251 less than IAX/IAY, and 254 less than PIT.

- When comparing the number of books for Public Health, UofL has 2,563 more books when compared to CIN, IAX/IAY has 6,076 more than UofL, and when compared to PIT, UofL has 4,327 less books.

- When comparing the number of books for Medicine, UofL has 2240 less books than CIN, 4575 less books than IAX/IAY, and 3281 less books than PIT.

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

II. PERIODICAL COLLECTION

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

TABLE II.   Periodical Holdings Relevant to Health Professions Education

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

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

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

III.   BIBLIOGRAPHIC RESOURCES

Additional Resources

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

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

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

IV.   SERVICES

Information Literacy Instruction and Research Assistance

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

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

Inter-Library Loan* and Document Delivery*

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

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

V.   STAFFING

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

VI.   CONCLUSION

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

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

April 26, 2021

University Committee
University of Louisville

RE: MS HPE Program

Dear Committee Members:

This letter is to offer my strong support for the proposed Master's in Health Professions Education (MS HPE). The COVID-19 pandemic highlighted the importance of this program, as articulated by Dr. Wil Abshier in his letter of support.

Typically, most clinical faculty who join the dental school come directly from practice or a residency program. They have not had extensive training in educational pedagogy and are often overwhelmed with the combination of new technology and the learning styles of our students. The focus of the program teaches faculty how to actively engage students and facilitate learning in a clinical environment. The approval of a MS in HPE will allow this program to expand the opportunities for all faculty at the Health Sciences Center.

The certificate program has been a popular program for our faculty. Expanding it to a degree program will add critical mass to the cohorts of educators within dentistry and medicine and help faculty engage in the scholarship of teaching, which is an essential part of faculty development.

As Dean of the School of Dentistry I take great pride in supporting Staci Saner and her team as they embark on this critical degree program to develop our clinical faculty.

Sincerely,

T. Gerard Bradley, BDS, MS, Dr.Med.Dent.
Professor & Dean

Course Title (CIP)

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

Course Prefix	Course #	Course Title	Course Description	Type of Course: program core (C) or pre-major/ pre-professional (P)	Credit Hours	Existing (E) or New (N) Course
LEAD	665	Foundations of HPE	This course provides a solid foundation to the profession of health education through a focus on professional roles and responsibilities, ethics and cultural competence, leadership and collaboration, and the adult learner. Additionally, as an introduction to the profession, this course includes an overview of teaching and learning in health professions education, instructional strategies, assessment, evidence-based practice and research.	(C)	3	(E)
LEAD	675	Teaching & Learning in HPE	Teaching and Learning in Health Professions Education: This course introduces the principles and theories of teaching and learning within health professions education. Within a health context, this course will cover planning and preparing to teach, student motivation and engagement, and assessing the teaching-learning environment.	(C)	3	(E)
LEAD	676	Instructional Strategies in HPE	This course is designed to facilitate understanding of instructional strategies and their effective application in the classroom and clinical settings. Through a hands-on approach to learning, participants will learn to apply effective strategies that stimulate critical thinking and creativity and promote cooperative learning. Teaching methods to be covered include presentation and facilitation skills, teaching at the bedside, appropriate use of instructional technology, and assessment of teaching effectiveness.	(C)	3	(E)
LEAD	685	Evidence Based Teaching in HPE	Through a clinical model, this course covers evidence-based decision-making as it applies to assessment of teaching effectiveness, action research, scholarly research, and program evaluation. Coursework will be tailored to the interests and current role of the learner and culminate in a scholarly project where learners will demonstrate competence in evidence-based decision-making and Health Professions Education competencies.	(C)	3	(E)
LEAD	607	Principles of Educational Leadership	Examines: Concepts, analytical tools, case material, and organizational theories from the public, business, and educational administration sectors.	(C)	3	(E)
LEAD	666	Program Development & Assessment in Higher Ed	Analysis and application of organizational/situational analyses and needs, and organizational responses through program design, development, implementation, student assessment measurements, and evaluation.	(C)	3	(E)
LEAD	694	Diversity in Higher Education	This course explores the relationships among major forms of diversity (e.g., religion, class, race, ethnicity, gender, ability, age, sexual orientation, nationality, nativism) and higher education.	(C)	3	(E)
LEAD	661	Adult & Organizational Learning	Psychology applied to adult learning and organizational settings. Examines learning from both individual/team and organizational levels. Utilization of theories to increase individual and organizational performance through sustained and effective learning.	(C)	3	(E)
LEAD	690	Professional Project in Higher Education; Exit Requirement Practicum	Through a clinical model, this course covers evidence-based decision-making as it applies to assessment of teaching effectiveness, action research, scholarly research, and program evaluation. Coursework will be tailored to the interests and current role of the learner and culminate in a scholarly project where learners will demonstrate competence in evidence-based decision-making and Health Professions Education competencies.	(C)	3	(E)
Total Credit hours Required for Program Core (i.e., # of hours in degree program core) Note: number recorded will automatically populate Core Hours in "Summary of Total Program Hours" table					27	NA

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

Course Prefix	Course #	Course Title	Course Description	Course Required for Track (T), Concentration (C) or Specialty (S)	Credit Hours	Existing (E) or New (N) Course

Total Credit hours Required for Program Options (Track(s), Concentration(s), or Speciality) (if applicable)	**Note: number recorded will** **automatically populate** Program Option hours in "Summary of Total Program Hours" table	**0**	**NA**

GUIDED Elective Courses (i.e., Specified list of Program Electives AND/OR Electives focused on a specific track/concentration/or speciality) (if applicable) -Not Applicable

Course Prefix	Course #	Course Title	Course Description	Course Required for Program (P), Track (T), Concentration (C) or Specialty (S)	Credit Hours	Existing (E) or New (N) Course

# of REQUIRED Credit hours in Guided Electives (i.e., electives for a focused or track/concentration/speciality are). If 9 hours is required and there are 15 hours to choose from, then only 9 hours are required) Note: number recorded will automatically populate Guided Elective hours in "Summary of Total Program Hours" table	**NA**

FREE Elective Courses (i.e, general program electives, open to the students to choose) (if applicable) Total of SIX elective hours are required from the list below.

Course Prefix	Course #	Course Title	Course Description	Course Required for Program (P), Track (T), Concentration (C) or	Credit Hours	Existing (E) or New (N) Course
LEAD	681	Philosophy of Higher Education	This course focuses on analyzing competing philosophies of higher education, with the purpose of helping students construct consistent sets of beliefs about values in higher education as a guide to administrative and academic decisions.	(E)	**3**	(E)
LEAD	678	The American College and University	Examination of historical development of the American college, community college, and university, including major ideas and concepts underlying these developments and major problems affecting present institutions of higher learning.	(E)	**3**	(E)
LEAD	600	Introduction to Research Methods and Statistics	Critical examination of research in education. Emphasis given to historical, empirical, and experimental methods of research; to techniques of research design and statistical analysis; and to skills in writing reviews and critiques of research literature.	(E)		(E)
LEAD	668	Academic Advising	Focuses on the history, foundation, and professional practices of academic advising as an essential component of student persistence and success at postsecondary institutions.	(E)		(E)
LEAD	670	Instructional Strategies	In this course, we will focus on what scholarly research can tell us about why we set up learning experiences the way that we do, as well as how we can apply these research findings in the contexts and situations where you are interacting with students. We will also examine the roadblocks that arise in implementing research-based plans and practices, and practice problem-solving to work around these roadblocks. We will also explore ways to critique and evaluate instructional plans and interactions, as well as ways of using these critiques and evaluations to improve instructional design, teaching, and learning.	(E)		(E)
LEAD	687	Education Policy and Equity	This course explores the policy making process, stages of implementation, and analysis of education policies. Federal and state-based policies across the P-20 education spectrum will be covered.	(E)		(E)
Total # of Credit Hours in Free Electives (i.e., general program electives) (if applicable)			Note: number recorded will		**6**	**NA**

Summary of Total Program Hours			
	Required Core Hours (i.e., # of hours in degree program core)	27	NA
	Required Program Options - Track/Concentration/Specialty Hours (if applicable)	0	NA
	Guided Elective Hours (e.g., focused or track/concentration/speciality area specific electives) (if applicable)	0	NA
	Free Elective Hours (i.e., general program electives) (if applicable)	6	NA
	Total # of credit hours required for Program	**33**	**NA**
Information to be completed by PIE Office			
	# of new courses		NA
	Total # of Courses (includes new and existing)		NA
	Precentage of new courses (more than 25% may require SACS Substantive Change)	#VALUE!	NA

University of Louisville
College of Education and Human Development
Master of Science in Health Professions Education

Name _____

Address _____

Zip _____

Phone # _____ Other Phone # _____

Student ID# _____

Email address _____

Advisor _____

Education Advising and Student Services
College of Education and Human Development
University of Louisville
Louisville, KY 40292
(502) 852-5597

CARDS 7 (Entry Assessment): Admission to School of Interdisciplinary and Graduate Studies and 1) for applicants with a terminal degree, a curriculum vitae and all transcripts must be submitted; OR 2) for applicants without a terminal degree, a curriculum vitae and all transcripts must be submitted, plus a minimum cumulative GPA of 2.5 for all undergraduate and graduate coursework.

COURSE PREFIX	COURSE NUMBER	COURSE TITLE	CREDIT HOURS	TENTATIVE SEMESTER OFFERED	HOURS EARNED	GRADE EARNED
HPE Core (15 hours)						
LEAD	665	Using Assessment to Improve Student Achievement	3			
LEAD	675	Instructional Strategies for Diverse Learners	3			
LEAD	676	Education Research in the P-12 Setting	3			
LEAD	685	Evidence Based Teaching in HPE	3			
LEAD	607	Principles of Educational Leadership	3			
CARDS 8 (Mid-Point Assessment) Students must maintain a 3.0 GPA (no grade less than a "B") in HPE specific courses to remain in the program.						
Education Core (9 hours)						
LEAD	666	Program Development & Assessment in Higher Education	3			
LEAD	694	Diversity in Higher Education	3			
LEAD	661	Adult & Organizational Learning OR LEAD 681 Philosophy of Higher Education	3			
HPE Core + Education Core			24			
Electives: (6 hours) from Approved List			6			
LEAD	540	Practicum: Professional Project Exit Program Experience	3			
MINIMUM TOTAL HOURS REQUIRED			33			
CARDS 9 (Exit Assessment): A minimum of 33 hours with an overall grade point average of 3.0, and no more than 2 grades of C.						

Minimum total hours: 33

Program sheet Addendum   Y ☐   N ☐

THIS PROGRAM SHEET MUST BE SIGNED BY THE ADVISOR AND THE STUDENT AND SUBMITTED TO THE EDUCATION ADVISING AND STUDENT SERVICES OFFICE.

Student _____ Date _____ Advisor _____ Date _____

Copy to: EASS ☐   Student ☐   Advisor ☐   Dept. ☐

This is the official program sheet and is not to be altered. Associate Dean for Programs, CEHD

Effective Summer 2022

COURSE PREFIX	COURSE NUMBER	COURSE TITLE	CREDIT HOURS	TENTATIVE SEMESTER OFFERED	HOURS EARNED	GRADE EARNED
Approved Electives						
LEAD	600	Introduction to Research Methods and Statistics	3			
LEAD	661	Adult and Organizational Learning (if not taken in Core)	3			
LEAD	681	Philosophy of Higher Education (if not taken in Core)	3			
LEAD	678	The American College and University	3			
LEAD	668	Academic Advising	3			
LEAD	670	Instructional Strategies	3			
LEAD	683	College Teaching	3			
LEAD	687	Education Policy and Equity	3			

This is the official program sheet and is not to be altered. Associate Dean for Programs, CEHD

85 Percentile — 13.1307 Health Teacher Education [6 Score]

CIP Description

A program that prepares individuals to teach health education programs at various educational levels.

Student Demand [9 Score]

	Category	Pctl	Criterion	Value	Score
92 Pctl	Size	0	Inquiry Volume (12 Months)	0	0
		0	Int'l Page Views (12 Months)	0	NS
			Google Search Volume (3 Months)*	NA	NS
		91	On-ground Completions at In-Market Institutions	10	4
		88	Online Completions by In-Market Students	2	1
		90	Sum of On-ground and Online Completions	12	NS
	Growth	95	Inquiry Volume YoY Change (Units)	0	1
			Google Search YoY Change (Units)*	NA	NS
		97	Completion Volume YoY Change (Units)	8	2
			Inquiry Volume YoY Change (%)	NA	NS
			Google Search YoY Change (%)*	NA	NS
		92	Completion Volume YoY Change (%)	218%	1

Employment* [-5 Score]

Category	Pctl	Criterion	Value	Score
Size (Direct Prep)	65	Job Postings Total (12 Months)*	38	-3
	75	BLS Current Employment*	409	-3
	74	BLS Annual Job Openings*	38	-1
Size (Generalist)	90	BLS Share of Generalist Employment*	130	1
	90	BLS Share of Generalist Openings*	12	0
Growth (Direct Prep)	14	BLS 1-Year Historical Growth*	-13%	-2
	13	BLS 3-Year Historic Growth (CAGR)*	-12%	NS
	73	BLS 10-Year Future Growth (CAGR)*	1.0%	NS
Saturation (Direct Prep)	36	Job Postings per Graduate*	1.4	-2
	53	BLS Job Openings per Graduate*	2.1	0
Wages (Direct Prep)	61	BLS 10th-Percentile Wages*	$38,514	1
	41	BLS Mean Wages*	$52,237	NS
National American Community Survey Bachelor's Degree Outcomes	20	Nat'l ACS Wages (Age < 30)	$37,921	0
	22	Nat'l ACS Wages (Age 30-60)	$70,618	0
	54	Nat'l ACS % with Any Graduate Degree	42%	NS
	86	Nat'l ACS % with Masters	36%	NS
	37	Nat'l ACS % with Doct/Prof Degree	6%	NS
	9	Nat'l ACS % Unemp. (Age <30)**	1%	2
	18	Nat'l ACS % Unemp. (Age 30-60)**	2%	2
	77	Nat'l ACS % in Direct Prep Jobs	14%	NS

50 Pctl

National Workforce Ed. Attainment [0 Score]

Award Level	BLS Educational Attainment
No College	2%
Some College	4%
Associates	3%
Bachelors	28%
Masters	37%
Doctoral	26%

Competitive Intensity [2 Score]

	Category	Pctl	Criterion	Value	Score
50 Pctl	Volume of Competition	93	Campuses with Graduates**	1	-1
		87	National Online Institutions (Units)**	10	NS
		87	Institutions with Online In-Market Students**	8	NS
		93	Institutions YoY Change (Units)**	0	0
		66	Average Completions by Local Institution	10	0
		80	Median Completions by Local Institution	10	1
		97	YoY Median Program Change (Units)	8	1
		99	YoY Median Program Change (%)	4	1
		63	Nat'l Online % of Institutions	12%	NS
		84	Nat'l Online % of Completions	44%	NS
	Market Saturation		Average Cost per Inquiry**	NA	NS
			Google Search * Cost per Click**	NA	NS
			Google Competition Index**	NA	NS

Degree Fit [0 Score]

Category	Pctl	Criterion	Value	Score
NHEBI Natl 2 Year		Cost Index**	NA	NS
		Student: Faculty Index	NA	NS

National Completions by Level [0 Score]

Award Level	Completions (National)	Completions (Market)	Inquiries (Market)
Certificate	0%	0%	NA
Associates	3%	0%	NA
Bachelors	69%	56%	NA
Postbaccalaureate Certificate	1%	38%	NA
Masters	25%	6%	NA
Post-masters Certificate	0%	0%	NA
Doctoral	2%	0%	NA
Unknown	0%	0%	NA