Program Change Request

EP.26.006_FINAL
Approved by EP 09/8/2015

New Proposal

Date Submitted: 12/20/24 11:35 am

Viewing: : Health Finance, GCRT (online)

Last edit: 08/21/25 11:39 am

Changes proposed by: Cassie Meinert

Approval Path

1. 01/08/25 10:04 am
   Donna Butler
   (dbutler): Approved
   for U Program
   Review
2. 01/23/25 3:14 pm
   Kristi Carlson
   (carlso1): Approved
   for 1581-HK
   Committee Chair
3. 01/23/25 9:17 pm
   Kim Graber
   (kgraber): Approved
   for 1581-HK Head
4. 02/07/25 12:07 pm

Robbin King (rlking10): Rollback to 1581-HK Committee Chair for KY Committee Chair

5. 02/21/25 1:11 pm Kristi Carlson (carlso1): Approved for 1581-HK Committee Chair

6. 02/21/25 7:45 pm Kim Graber (kgraber): Approved for 1581-HK Head

7. 03/03/25 4:00 pm Robbin King (rlking10): Rollback to 1581-HK Committee Chair for KY Committee Chair

8. 03/26/25 2:17 pm Kristi Carlson (carlso1): Approved for 1581-HK Committee Chair

9. 03/26/25 6:57 pm Kim Graber (kgraber): Approved for 1581-HK Head

10. 04/15/25 3:55 pm Robbin King (rlking10): Approved for KY Committee Chair

11. 04/15/25 3:56 pm Steve Petruzzello (petruzze): Approved for KY Dean

12. 04/24/25 3:30 pm Tom Teper (tteper): Approved for

Proposal Type

Proposal Type: Major (ex. Special Education)

Administration Details

Official Program Name   Health Finance, GCRT (online)

Diploma Title   Graduate Certificate in Health Finance

Sponsor College   Applied Health Sciences

Sponsor Department   Health and Kinesiology

Sponsor Name   Lynne Barnes

Sponsor Email   lcbarnes@illinois.edu

College Contact   Steve Petruzzello   College Contact Email

petruzze@illinois.edu

College Budget Officer   Elizabeth Clawson

College Budget Officer Email   clawson@illinois.edu

If additional stakeholders other than the Sponsor and College Contacts listed above should be contacted if questions during the review process arise, please list them here.

> Kristi Carlson, carlso1@illinois.edu
>
> Lynne Barnes, lcbarnes@illinois.edu
>
> Cassie Meinert, cmeinert@illinois.edu
>
> Andiara Schwingel, andiara@illinois.edu (will make changes)

Does this program have inter-departmental administration?

> No

Effective Catalog Term

Effective Catalog Term	Fall 2025
Effective Catalog	2025-2026

Proposal Title

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberal Arts and Sciences, include the Graduate College for Grad Programs)

> Establish the Graduate Certificate in Health Finance in the College of Applied Health Sciences and the Graduate College

Does this proposal have any related proposals that will also be revised at this time and the programs depend on each other? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"

> This GCRT proposal is related to the Health Administration, MHA proposal (key 766), the GCRT proposal for Healthcare Analytics (key 1258), and the GCRT proposal for Healthcare Quality and Strategy (key 1259).

Program Justification

Provide a brief justification of the program, including highlights of the program objectives, and the careers, occupations, or further educational opportunities for which the program will prepare graduates, when appropriate.

This proposal seeks the approval of a Graduate Certificate in Health Finance.

In both formal and informal evaluations, preceptors (future hiring managers) and alumni have both stated the crucial nature of the finance education within Health Administration. As a means of educating professionals currently working in the field, our Health Finance Certificate will allow for in-depth learning of the financial sector in healthcare.

According to the Bureau of Labor Statistics, the field of Medical and Health Services Managers is expected to grow as much as 29% by 2033, with the median pay for this field listed at $110,680 per year. Providing new and accessible degree options will meet this rising demand in desirable careers. Within the Health Finance Graduate Certificate, students will have the opportunity to take courses in Health Finance, Advanced Health Finance, and Revenue Cycle and Integrity. Upon completion of our Graduate Certificate, learners will be prepared to use their knowledge of finance in healthcare to support their professional growth and impact the profession of healthcare administration.

Creating an online Graduate Certificate will allow us to better compete with top ranked Health Administration programs in the State of Illinois and beyond. Our format of offering stackable certificates (courses can be used together to complete a portion of the online MHA degree program) for our students is unique amongst four of the top ranked Health Administration programs in the United States. Only one of the four offer an online certificate (though not stackable toward a degree). Anecdotally, we are aware of significant interest for online course options from local healthcare organizations, including Carle Health System, OSF HealthCare, Christie Clinic and Promise Health. Based upon feedback from various stakeholders, we are confident that professionals currently working in the field of health administration will gravitate toward this certificate because of the flexibility offered herein. This certificate will enable the learner to contribute toward financial stability of any healthcare organization in which they work.

The Standard Occupational Code (SOC) for this CIP code and program is 11-9111.00 Medical and Health Services Managers

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/ revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/ acknowledgement.

No

Program Features

Academic Level	Graduate
Does this major have transcripted concentrations?	No

What is the longest/maximum time to completion of this program?

1 year

What are the minimum Total Credit Hours required for this program?

12

What is the required GPA?	2.75
CIP Code	510702 - Hospital and Health Care Facilities Administration/Management.

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

Yes

Describe the institution's plan for seeking specialized accreditation for this program.

We are actively seeking accreditation from the Commission on Accreditation of Healthcare Management Education (CAHME). CAHME is the premier accrediting body for health administration professional education. The anticipated approval date for CAHME accreditation is Spring 2026.

Describe the institution's plan for seeking specialized accreditation for this program. Indicate if there is no specialized accreditation for this program or if it is not applicable.

We are actively seeking accreditation from the Commission on Accreditation of Healthcare Management Education (CAHME). CAHME is the premier accrediting body for health administration professional education. The anticipated approval date for CAHME accreditation is Spring 2026.

If this program prepares graduates for entry into a career or profession that is regulated by the State of Illinois, describe how it is aligned with or meets licensure, certification, and/or entitlement requirements.

N/A

Does this program prepare graduates for entry into a career or profession that is regulated by the State of Illinois?

No

Program of Study

Attach Program of Study related information here.   Health Finance Certificate POS.xlsx

Catalog Page Text - Overview Tab

Catalog Page Overview Text

The Health Finance Graduate Certificate will prepare students professionally in the areas of communications, management, leadership and operations. With increased preparation in these areas, our program will propel these learners toward new opportunities in leadership within their current organization. The Graduate Certificate in Health Finance has been designed to allow students to use this certificate toward the completion of the online Master of Health Administration degree program. The online MHA degree program is designed to prepare mid-careerists in healthcare with the skills and knowledge to advance their careers and successfully navigate both necessary changes and opportunities to improve healthcare systems. Students completing this certificate will receive credits that will apply toward the full MHA degree if they choose, but also gives them some credentials if they do not pursue the full degree program.

Statement for Programs of Study Catalog

Graduation Requirements
Minimum Cumulative GPA: 2.75
Minimum hours required for certificate completion: 12 hours

Students who have successfully completed this certificate may use the certificate courses to satisfy the following degree requirements, provided they apply and are admitted to the degree program:

HK 522, HK 523, and HK 537, requirements of the Health Administration, MHA (online) degree program

The required courses for this certificate are listed below.

Total Required Hours		12
HK 522	Health Finance	4
HK 523	Advanced Health Finance	4
HK 537	Revenue Cycle Management	4
Total Hours Required for Graduation		**12**

Corresponding Degree	GCRT Graduate Certificate

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

Student Learning Outcomes

Students completing the Health Finance Graduate Certificate will complete the following learning outcomes:

1. Present and communicate results of data analysis in a way that is factual, credible and understandable to decisions makers.
2. Demonstrate collaborative problem-solving skills.
3. Leverage organizational data to identify strengths and shortcomings, build on opportunities and attempt to minimize environmental threats.
4. Project and plan for future scenarios.
5. Effectively use key accounting principles and financial management tools such as financial plans and measures of performance.

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

Throughout the courses in this Graduate Certificate, a multifaceted approach will be used to ensure a comprehensive and engaging experience for students, with formative and summative assessments in each course. Video lectures will serve as the foundation for delivering core content, with an emphasis on interactive, online discussions to encourage critical thinking and in-depth exploration of key concepts. Online quizzes and polls will be used to assess comprehension. To bridge theory and practice, courses in this graduate certificate will integrate real-world case studies that challenge students to apply theoretical knowledge to practical scenarios. Group projects and collaborative assignments will enable students to develop teamwork and group problem-solving skills, preparing them for the challenges they may face in the field of health administration. Learning outcomes will also be assessed individually through projects, written assignments and reflections.

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Each course within this certificate is assigned an expectation for a level of achievement. The levels of achievement are described below:

• Unsatisfactory (1): The candidate does not regularly demonstrate the required competency in a manner appropriate to address the clinical, organizational or community situation in which it is required.
• Emerging Competence (2): The candidate demonstrates the required competency in most situations, but on occasion is less skillful when the clinical, organizational or community situation is complex or demanding.
• Meets Expectations (3): The candidate consistently demonstrates the capability with skill and confidence in clinical, organizational and/or community situations, regardless of the complexity of that situation. Their actions contribute meaningfully to organizational success.
• Exceeds Expectations (4): The candidate has mastered the capability at an exceptional level, consistently demonstrating behaviors with a superior degree of skill and ease and as observed across diverse, multiple clinical, organizational and/or community situations. They act as an exemplary role model for others and could teach this skill to others.

Instructors will provide oversight in measuring student outcomes specific to each course and each assessment used within the course. During the course design phase, instructors will work closely with AHS instructional designers to ensure assessments used throughout the course and certificate align with intended learning outcomes. Each assessment used to measure student learning outcomes will include an evaluation rubric. To further define clinical, organizational or community situational competencies, refer to the definitions below:
• "Clinical" refers to those scenarios and actions related to direct provision of healthcare.
• "Organizational" refers to those scenarios and actions related to operational and interdepartmental activities supporting clinical care.
• "Community" refers to those scenarios and actions related to the healthcare organization's interface and support of the communities in which it exists.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

To ensure that assessments are effectively used to improve student learning, the certificate implements a structured process that prioritizes feedback and continuous improvement. Here is an overview of the steps below:

1. Clear Learning Outcomes: At the beginning of the course, instructors establish clear and measurable learning outcomes. Students need to know what they are expected to achieve, and these outcomes guide the design of assessments.

2. Varied Assessments: Instructors employ a variety of assessment methods, including quizzes, exams, projects, papers, presentations, and discussions. This diversity helps them gain a more comprehensive view of student understanding and skills.

3. Timely and Constructive Feedback: Instructors provide timely and constructive feedback on assessments. This feedback not only highlights what students did well but also identifies areas where improvement is needed. It is specific, actionable, and encourages self-reflection.

4. One-on-One Meetings: Instructors may offer one-on-one meetings with students to discuss their assessments and address any questions or concerns they may have. This personalized feedback fosters a deeper understanding of their progress and encourages them to take ownership of their learning. The courses will feature small group work where peers can experience feedback from one another.

5. Peer Review and Self-Assessment: Instructors incorporate peer reviews and self-assessment in various assignments to encourage students to reflect on their own work and learn from their peers.

6. Student Input: Instructors actively seek input from students regarding their course, seeking their suggestions for improvement at the midterm and at the conclusion of the course through ICES.

By implementing this process, assessments become an integral part of the learning experience, serving not only as a measure of student progress but as a tool for enhancing that progress. The focus is on fostering a growth mindset and creating a supportive environment for students to thrive and reach their full potential.

Program Description and Requirements Attach Documents

Delivery Method

This program is available:

Online Only - The entire program is delivered online, students are not required to come to campus.

Describe the use of this delivery method:

Courses will be delivered fully online through the Canvas learning management system. Content will be delivered though synchronous and asynchronous components, providing a flexible learning environment for mid-careerists working in healthcare. Students enrolled in the online program must take the required certificate courses online. However, there could be special circumstances considered (i.e. a student who started the in-person program but had to drop out for personal reasons) through petitioning the program leadership for course credit in the online program.

Admission Requirements

Desired Effective Admissions Term   Spring 2026

Provide a brief narrative description of the admission requirements for this program. Where relevant, include information about licensure requirements, student background checks, GRE and TOEFL scores, and admission requirements for transfer students.

1. A resume showing 3+ years of healthcare experience

a. Healthcare experience is defined as paid employment in an organization whose primary mission is related to health improvement.

2. A personal statement covering the following:

o Why are you interested in pursuing this certificate?

o How will this certificate benefit your career?

Enrollment

Number of Students in Program (estimate)

Year One Estimate   5   5th Year Estimate (or when fully implemented)

20

Estimated Annual Number of Degrees Awarded

Year One Estimate   5   5th Year Estimate (or when fully implemented)

20

What is the matriculation term for this program?
  Spring/Summer/Other

Please give an explanation of why fall matriculation is not applicable:

Given that this is a certificate program requiring only 12 credit hours, we plan to offer spring and fall matriculation terms. In order to attract a wide variety of learners, we want to offer flexible start times.

Budget

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?

Yes

Please explain/ describe:

Our program intends to hire additional faculty to teach the courses in this graduate certificate.

Additional Budget Information

An IFG grant has been awarded to develop the necessary coursework and complete necessary hiring. The MHA Program has already hired a Coordinator for Recruitment and Admissions (shared with the MPH Program) and a teaching faculty member. An additional Tenure-Track Faculty as well as a Coordinator for Career Services professional will be hired over the next 18 months.

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

The College of AHS received an FY24 funded Investment for Growth: https://provost.illinois.edu/about/initiatives/investment-for-growth-program/fy24-funded-programs/

The IFG will enable us to initially fund the program, with ongoing funding collected through student tuition.

Will the unit need to seek campus or other external resources?

No

Attach letters of support

SS Form - GCRT in Health Finance.pdf

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base Tuition, or Engineering Differential, or Social Work Online (no dollar amounts necessary)

MHA online rate

Is this program requesting self-supporting status?

Yes

IBHE

What is the specific title of the proposed degree program as it would be listed in the IBHE Program Inventory? The name should be what typically is used for similar programs nationally. Provide a short description of the program, including highlights of the program objectives, and the careers, occupations, or further educational opportunities for which the program will prepare graduates.

Graduate Certificate in Health Finance

The Health Finance Graduate Certificate will prepare students professionally in the areas of communications, management, leadership and operations. With increased preparation in these areas, our program will propel these learners toward new opportunities in leadership within their current organization. The Graduate Certificate in Health Finance has been designed to allow students to use this certificate toward the completion of the online Master of Health Administration degree program. The online MHA degree program is designed to prepare mid-careerists in healthcare with the skills and knowledge to advance their careers and successfully navigate both necessary changes and opportunities to improve healthcare systems. Students completing this certificate would have credits that would apply toward the full MHA degree if they choose, but also gives them some credentials if they do not pursue the full degree program.

This certificate has been designed to teach higher level administration skills such as health outcomes data analysis, revenue cycle and integrity strategies, finance management in regard to payor reimbursement, health informatics and health law and ethics. Learners will then be prepared to use these tools to support their professional growth and impact the profession of healthcare administration.

Institutional Context

University of Illinois at Urbana-Champaign

Describe the historical and university context of the program's development. Include a short summary of any existing program(s) upon which this program will be built.

Explain the nature and degree of overlap with existing programs and, if such overlap exists, document consultation with the impacted program's home department(s).

In 2017 the Department of Health and Kinesiology developed a campus-based master's degree in health administration. Since that time, the campus-based Master of Health Administration program has grown and we are now ready to expand our degree offerings to include working professionals through certificates leading to a Master of Health Administration degree. The courses required in this new program will be geared specifically toward an experienced healthcare professional audience.

Instructors who currently teach in the campus-based Master of Health Administration degree program will also teach courses in the online Master of Health Administration program since they are well qualified to teach both novices in the healthcare field, as well as seasoned professionals.

University of Illinois

Briefly describe how this program will support the University's mission, focus and/or current priorities. Demonstrate the program's consistency with and centrality to that mission.

The College of AHS is fully committed to the Boldly Illinois: 2030 Strategic Planning vision. The creation of this online program directly connects with goal 2, by providing transformative learning experiences through online education, including stackable certificates and opportunities for continued education and non-traditional learners. We are also aligned with goal 3, by making a significant and visible societal impact through tackling two pressing societal needs: health and access to affordable education. In addition, the University has indicated a growing interest in health education and impact to the communities we serve. Therefore, this new online offering indicates that growing commitment.

Discuss projected future employment and/or additional educational opportunities for graduates of this program. Compare estimated demand with the estimated supply of graduates from this program and existing similar programs in the state. Where appropriate, provide documentation by citing data from such sources as employer surveys, current labor market analyses, and future workforce projections. (Whenever possible, use state and national labor data, such as that from the Illinois Department of Employment Security at http://lmi.ides.state.il.us/ and/or the U.S. Bureau for Labor Statistics at http://www.bls.gov/).

Students completing a certificate in Health Finance will grow professionally in the areas of communications, management, leadership and operations. We anticipate that this will propel these learners toward new opportunities in leadership within their current organization. Broadly speaking, according to the Bureau of Labor Statistics, the field of Medical and Health Services Managers is expected to grow as much as 29% by 2033, with the median pay for this field listed at $110,680 per year (US Bureau of Labor Statistics: Occupational Outlook Handbook, December 6, 2024, Medical and Health Service Managers). Providing a new and accessible degree options will meet this rising demand in desirable careers. The Health Administration market shows an upward growth trend, with degree completions increasing by 98 percent over all in the past ten years in our region. The bulk of this growth is in online delivery therefore making it more of an imperative that the University of Illinois at Urbana Champaign enter this educational market.

Sources: https://uofi.app.box.com/file/1382694774589, www.bls.gov/ooh/management/medical-and-health-services-managers.htm#tab-1

What resources will be provided to assist students with job placement?

We anticipate that a majority of students completing our Certificate will already be employed within the healthcare sector. However, job growth opportunities and promotability will be a part of discussions in the context of each class. Also, program advisors will be available to students for one-on-one counseling, as requested. We also plan to host panels of industry experts to discuss career opportunities and professional growth strategies. Finally, course developers and instructors will be available upon request in order to mentor our graduate students.

If letters of support
are available attach
them here:

Comparable Programs in Illinois

Identify similar programs and sponsoring institutions in the state, at both public and private colleges and universities. Compare the proposed program with these programs, and discuss its potential impact upon them. Provide complete responses, do not reference website links.

Health Administration education is highly concentrated in private institutions within Illinois (Governors State, Loyola and Rush University). An expansion of options for the growing number of professionals interested in continuing their education online will provide this program with an eager student-base. Additionally, the proposed online Master of Health Administration program would allow us to better corner the market, along with the University of Illinois Chicago (UIC), in online Health Administration education. In the state of Illinois, the only other program to offer an online CAHME accredited Health Administration program is UIC. Currently, the only certificate offered by UIC is a Graduate Certificate in Essentials in Healthcare Safety and Quality. As a contrast, we plan to offer our students opportunities to further their careers more efficiently showing educational progress through a variety of stackable Graduate Certificates, which can be use to earn the online Master of Health Administration degree. Our certificates include: Health Finance, Healthcare Analytics, and Healthcare Quality and Strategy. Each certificate is unique in its content requirements and will yield credentials indicating competency. These certificates can be completed in any order.

Comparable
Programs in Illinois
Attach Documents

A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth

IBHE is charged to develop a strategic plan to address the present and future aims and needs and requirements of higher education in Illinois (110 ILCS 205/6) (from Ch. 144, par. 186) Sec. 6). Illinois Administrative Code:

1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically justified based on the educational priorities and needs of the citizens of Illinois Respond to the following questions about how the proposed program will support the three goals of A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth Strategic Plan.

Equity

Describe institutional-level plans to close equity gaps in access, progression, completion, and attainment and the implications for the proposed program. More specifically, provide institutional-level plans for attracting, recruiting, retaining, and completing a diverse group of students including working adults, students of color, transfer and low-income students and implications for the proposed program. Explain how progress will be monitored.

To address equity gaps in access, progression, completion, and attainment within the Health Finance Graduate Certificate, we will implement the strategies below.

1. Administrators will work to develop targeted recruitment strategies to attract a diverse pool of applicants. We will collaborate with national and international organizations to inform them about our certificate offering, in order to reach underrepresented groups.

2. Certificate administrators plan to adopt a holistic admissions approach that considers not only academic achievements but also relevant life experiences and potential. This will help identify promising candidates from diverse backgrounds.

3. The nature of an online certificate offers optimal flexibility to accommodate students with diverse needs, including those balancing work, family, and education.

4. The curriculum will reflect diverse perspectives and include case studies from varied demographic and cultural contexts. This promotes an inclusive learning environment.

5. All of the technology used in the program will be fully accessible and compliant for individuals with disabilities. AHS has a strong history of supporting students with disabilities and will continue to do so in this space.

By incorporating these initiatives, the Health Finance Graduate Certificate administrators will proactively work toward closing equity gaps and creating an inclusive learning environment for all students. Progress will be monitored through routine data collection and annual analysis informing our performance and progress.

Describe program and institution-based high-impact practices and wrap-around student support services ensuring equitable access and success for students enrolled in the proposed program.

Students in this graduate certificate will have access to 24-hour technical help for Canvas and other eLearning tools offered though Tech Services. They will also have remote access to University Library Services as well. Students needing accommodation services will have access to the Disability Resources and Educational Services offered through our campus. Additionally, four dedicated staff members in the online Master of Health Administration program will be available to assist with answering questions related to admissions, enrollment, registration, tuition, etc. Students will have access to 1-on-1 advising support and the program staff will offer adult learning strategies and support resources/links to aid students in the certificate program.

Explain institutional strategies being implemented to increase and retain faculty, staff, and administrators of color and the implications for the proposed program. Explain how progress will be monitored.

To enhance diversity and retention of faculty, staff, and administrators of color within the Master of Health Administration program, which includes three certificates, we intend to implement the following strategies, which are supported by our institution:

1. The certificate will follow University policy to proactively seek candidates from underrepresented backgrounds. This can include targeted outreach efforts, participation in diverse job fairs, and partnerships with organizations focused on diverse talent.

2. We will provide ongoing professional development opportunities that support the growth and advancement of faculty, staff, and administrators of color. This can include mentorship programs, leadership training, and workshops on diversity and inclusion.

3. We will support the campus efforts by encouraging our staff and faculty to complete mandatory cultural competency training.

4. In tandem with the University efforts, the Department of Health and Kinesiology will clearly communicate promotion criteria and ensure that they are transparent, fair, and unbiased.

5. We are eager to acknowledge and celebrate the achievements of faculty, staff, and administrators of all backgrounds, including those from diverse backgrounds.

These strategies can enhance diversity, equity, and inclusion, creating an environment where faculty, staff, and administrators of color feel valued, supported, and motivated to contribute to the success of the Master of Health Administration program.

Sustainability

Describe strategies and initiatives the institution plans to implement that makes the proposed program and college more generally affordable for students and their families, including those who have been historically underserved.

Completion of the Health Finance Graduate Certificate will cost students a total of $6,900, $575 per credit hour. Because no online Health Finance Certificate is available in the state of Illinois, we believe that this price point will make our degree more accessible to a diverse student body. Additionally, our stackable certificates, which allow students to pursue their education on their own pace, will provide a more economical option to earn an online Master of Health Administration degree.

Provide tuition cost analysis for comparable programs and institutions in Illinois.

The creation of the Health Finance Graduate Certificate will not only result in revenue generation, but it will benefit society and the labor force, as we anticipate that the graduates of this certificate will continue to be in great demand by employers. AHS and HK are committed to the long-term sustainability of this program. The AHS Office of Online Learning has the necessary skillset to help develop quality online courses with the addition of the new faculty and staff requested and approved through an Investment for Growth (IFG). In addition to this highly skilled Office of Online Learning team, AHS has recently made significant initial investments in the Office of Marketing and Communications, which will be critical to the promotion of this program and recruitment of students. AHS has also built a fully equipped

recording studio in the newly renovated side of Freer Hall. These investments will contribute to the sustained growth of the expanded AHS online graduate degree programs. Given the global need for health administration professionals, many of whom require the flexibility of online education, we anticipate that the certificate will have broad appeal to students and will result in increased enrollment at Illinois. The revenue produced from this self-supporting certificate will allow it to be sustainable for the future.

Growth

Provide a supply and demand analysis for the proposed program that, at minimum, does the following: a) Provides evidence of student interest in the proposed program including any strategies to incentivize students to stay in Illinois. b) Identifies and provides evidence of a high-quality credential with viability for future careers.

In July 2022, Encoura/Eduventures provided HK with a market research analysis for professional self-supporting Master of Public Health and Master of Health Administration programs. Findings show significant opportunities for growth. Nearly all occupations aligned with Health Administration are projected to grow faster than average over the next ten years. The recent spikes in Master of Health Administration-related higher education demand have also been observed in the job market. A study using job postings information compared 2019 data (pre-pandemic) with 2020 data (first year of the pandemic). Whereas a 30% overall decline in job postings was observed, postings for health administration positions increased significantly.

The Health Finance Graduate Certificate will fill a gap in education amongst top ranked programs. While online education is growing, the focus on Health Finance is not prevalent within any of the four top ranked programs. This area of focus is critical for the future of healthcare, and we have great opportunity to be a leader in this regard.

According to the Bureau of Labor Statistics, the field of Medical and Health Services Managers is expected to grow as much as 29% by 2033, with the median pay for this field listed at $110,680 per year. Providing new and accessible degree options will meet this rising demand in desirable careers. The proposed Health Finance Graduate Certificate, leading to an online Master of Health Administration degree, will allow us to better compete with top ranked Health Administration programs in the state of Illinois and beyond. For example, all four of the top ranked Health Administration programs in the United States offer some version of online education for their graduate students. The Health Administration market shows an upward growth trend, with degree completions increasing by 98 percent over all in the past ten years in our region. Degree growth has outpaced degree granting institutions growth, signaling that demand is still strong with room for new institutions to enter the market.

One of the major reasons for the growing healthcare industry and related demand for healthcare administrators is the aging population. By 2030 all people in the baby-boom generation will be over the age of 65. This means that one in every five residents in the United States will be retirement age. This scenario is creating demand for both providers and healthcare leaders.

Source: (www.census.gov/newsroom/press-releases/2018/cb18-41-population-projections.html)

According to our future accreditor, CAHME, this program will confer a high-quality credential with viable future careers for our graduates. Students in this certificate/program will experience:

Guaranteed Quality Education

Students selecting CAHME accredited programs are assured of attending programs that have met the high standards and criteria defined by leading academics and practitioners.

Brighter Job Opportunities

Graduating from a CAHME accredited program opens doors to more job opportunities. Many employers prioritize students from CAHME accredited programs during the recruitment process, promising students a competitive edge in the job market.

Exclusive Scholarship Opportunities

CAHME offers students from accredited programs six distinct scholarships. Students must be nominated by their University Program Director.

Exclusive Post-Graduate Fellowships

The Joint Commission in collaboration with CAHME created a fellowship unlike any other. This one-year fellowship is awarded to a student who will graduate from a CAHME Accredited or Certified program, and who demonstrates the commitment to sustainability, quality and safety, and process improvement.

Exclusive Student Benefits from Industry Partners

Being CAHME Accredited enables programs to provide additional educational benefits to students through CAHME exclusive industry partnerships. These CAHME partners include Modern Healthcare, the American Hospital Association and Medical Group Management Association.

Competency-Based Education

CAHME accredited programs focus on competency-based education, ensuring that students graduate with a skill set that is in high demand in the healthcare industry, paving the way for a prosperous career.

Explain how the program engaged with business and industry in its development and how it will spur the state's economy by leveraging partnerships with local, regional, and state industry, business leaders and employers.

This Certificate will establish partnerships with local healthcare organizations, collaborating on curriculum development to ensure alignment with industry needs. We will also incorporate guest lectures led by industry leaders to provide students with real-world insights. Additionally, experiential learning opportunities within varying aspects of their own healthcare businesses will enable students to apply theoretical knowledge in practical settings. Furthermore, administrators in the program will cultivate relationships with regional and state industry associations, facilitating networking and fostering a dynamic exchange of ideas. Through these collaborations, the program not only enhances its educational offerings but also becomes a valuable resource for businesses seeking skilled professionals. By leveraging these partnerships, the Health Finance Graduate Certificate will contribute to a robust healthcare workforce, thereby spurring economic growth in the state.

Describe how the proposed program will expand access and opportunities for students through high-impact practices including research opportunities, internships, apprenticeships, career pathways, and other field experiences.

> The Health Finance Graduate Certificate aims to broaden student access simply by being online and thereby making our sought-after program available across the state, nation and world. Experiential learning opportunities, such as case studies, problem-based learning, group work and other applied learning opportunities, will be included in each course, connecting theoretical learning to real-world scenarios, thus enhancing problem-solving abilities. Diverse career pathways will be explored throughout the certificate, preparing students for leadership roles. Overall, these elements collectively empower students, offering a comprehensive skill set for impactful contributions in the healthcare sector.

Explain how the proposed program will expand its models of teaching and learning, research, and/or public service and outreach that provide opportunity for students to succeed in the work of the future.

> The Health Finance Graduate Certificate will enhance teaching models by fostering collaboration with healthcare organizations and integrating real-world case studies.

Beyond workforce need, describe how the program broadly addresses societal needs (e.g., cultural or liberal arts contribution, lifelong learning of Illinois residents, or civic participation).

> The Health Finance Graduate Certificate contributes to societal needs by fostering a comprehensive understanding of health finance within cultural contexts. It supports lifelong learning for Illinois residents, and others throughout the world, empowering them with skills to adapt in a dynamic healthcare landscape, ultimately enhancing civic participation through informed healthcare leadership.

A Thriving Illinois:
Higher Education
Paths to Equity,
Sustainability, and
Growth - Attach
Documents

Program Description and Requirements

Illinois Administrative Code:

1050.30(b)(1) A) The caliber and content to the curriculum assure that the objectives of the unit of instruction will be achieved; B) The breadth and depth of the curriculum are consistent with what the title of the unit of instruction implies; C) The admission and graduation requirements for the unit of instruction are consistent with the stated objectives of the unit of instruction.

1050.30(b)(3): Appropriate steps shall be taken to assure that professional accreditation needed for licensure or entry into a profession as specified in the objectives of the unit of instruction is maintained or will be granted in a reasonable period of time.

1050.50 (a)(2)(C) Requirement for Programs in which State Licensure is Required for Employment in the Field: In the case of a program in which State licensure is required for employment in the field, a program can be found to be in good standing if the institution is able to provide evidence that program graduates are eligible to take the appropriate licensure examination and pass rates are maintained as specified in the objectives of the unit of instruction. If there is no such evidence, the institution shall report the program as flagged for review.

Program Description

Provide a description of the proposed program and its curriculum, including a list of the required core courses and short ("catalog") descriptions of each one. (This list should identify all courses newly developed for the program).

Provide Program Description here:

The Health Finance Graduate Certificate is designed to prepare mid-careerists in healthcare with the skills and knowledge to advance their careers and successfully navigate the ever-evolving healthcare landscape in order to improve healthcare systems.

HK 522: Health Finance
Provides you with an understanding of finance principles that health care executives will encounter and work with on a daily basis. Through the course, you will examine major topics and emerging trends in health financing, including sources of revenue, public and private financing organizations, reimbursement and sources of revenue to health providers, and capital financing in the health care industry.

HK 523: Advanced Health Finance
Intended to help students develop an applied understanding of financial management principles and concepts required to implement decisions that lead to effective and efficient financial performance outcomes for healthcare organizations. Course materials are designed to equip students with a competent grasp of advanced fundamentals of financial management skills that include Financial Condition Analysis, Variance Analysis and Cash Budgeting, and Revenue Cycle and Current Accounts Management.

HK 537: Revenue Cycle and Integrity
Revenue Cycle and Integrity play pivotal roles in healthcare organization financial performance, ensuring the sustainability and quality of healthcare services. The Revenue Cycle encompasses the entire process from patient registration to claims reimbursement and copay collections, making it a linchpin for financial success. Efficient Revenue Cycle management minimizes billing errors, reduces claim denials and accelerates cash flow, allowing healthcare providers to meet their financial obligations and invest in patient care. Revenue Integrity ensures that services provided are accurately documented, coded and billed, preventing revenue leakage due to underbilling, or overcharging. These combined efforts uphold financial transparency, compliance with regulations and the ability to allocate resources where they are need-ed most, ultimately securing fiscal health while maintaining the highest standard of care.

Please note that all three of the courses required in this certificate will be offered every semester, allowing students maximum flexibility to complete the certificate based on their personalized academic calendar.

Attach Program

Description Files if
needed

Graduation Requirements

Provide a brief narrative description of all graduation requirements, including, but not limited to, credit hour requirements, and, where relevant, requirements for internship, practicum, or clinical. For a graduate program, summarize information about the requirements for completion of the thesis or dissertation, including the thesis committees, and the final defense of the thesis or dissertation. If a thesis or dissertation is not required in a graduate program, explain how the functional equivalent is achieved.

Students receiving the Health Finance Graduate Certificate will have completed 12 credit hours of coursework, which can be used to complete the online MHA degree.

Plan to Evaluate and Improve the Program

Describe the program's evaluation plan.

Evaluating student attainment of competencies across the curriculum is essential to a process of continual improvement. We will collect and analyze data related to competency attainment to ensure that the curriculum design, sequencing and extra-curricular activities are systematically developing the student competencies at the target level. We define each target level as Unsatisfactory, Emerging Competence, Meets Expectations and Exceeds Expectations.

We will also share the results of our analysis with various stakeholders (Executive Advisory Board members, alumni and community partners) to ensure that we are meeting the demands of the industry. Additionally, we will track our alumni routinely to ensure that our education is supportive of their career opportunities and goals.

Plan to Evaluate
and Improve the
Program
Attachments

Budget Narrative

Fiscal and Personnel Resources

Illinois Administrative Code: 1050.30(a)(5): A) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to offer the unit of instruction, research or public service can be acquired and maintained; B) Projections of revenues necessary to support the unit of instruction, research or public service are based on supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.

Budget Rationale

Provide financial data that document the university's capacity to implement and sustain the proposed program and describe the program's sources of funding.

Is the unit's (Department, College, School) current budget adequate to support the program when fully implemented? If new resources are to be provided to the unit to support the program, what will be the source(s) of these funds? Is the program requesting new state funds? (During recent years, no new funds have been available from the state (IBHE) to support new degree programs).

> Yes, the unit's current budget is adequate to support the program when fully implemented. IFG funds will enable the creation of the program, and marketing funds from the IFG will be used to aggressively recruit students. As a self-supporting certificate, tuition revenue will be used to maintain the program once it is launched.

Faculty Resources

Will current faculty be adequate to provide instruction for the new program or will additional faculty need to be hired? If additional hires will be made, please elaborate.

> The IFG, a grant to support the creation of an online Master of Health Administration program, allows for 2 Specialized Faculty and 1 Tenure Track faculty to be hired. One of these hires will apply directly to the Health Finance Graduate Certificate. No further hires will be needed to support this program once it is launched.

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

> As indicated above, 2 Specialized Faculty and 1 Tenure Track faculty will be hired. With the addition of these faculty members, class size, teaching loads, and student-faculty ratios will remain relatively unchanged.

Describe how the unit will support student advising, including job placement and/or admission to advanced studies. Will current staff be adequate to implement and maintain the new program or will additional staff be hired? Will current advising staff be adequate to provide student support and advisement, including job placement and or admission to advanced studies? If additional hires will be made, please elaborate.

> Two new staff members will be hired for the online Master of Health Administration program, as funded by the IFG. A Coordinator of Recruitment and Admissions position has already been hired and will be shared between Master of Public Health and Master of Health Administration programs. This new hire will implement efforts geared toward student recruitment, marketing and program evaluation and effectiveness. In addition, a Coordinator of Career Services will be available to assist students in leveraging their education for their professional gain.

Are the unit's current facilities adequate to support the program when fully implemented? Will there need to be facility renovation or new construction to house the program?

Yes, facilities are fully adequate and no facility renovation will be required. The leadership of this program, the Director and Assistant Director, will be housed on the third floor of the Huff Hall Khan Annex (1206 S. Fourth St. Champaign, IL 61820). Faculty offices will also be in this building. Instruction for the program will occur within Huff Hall but may also take place in the Armory (505 E. Armory Ave., Champaign, IL 61820) and Freer Hall (906 S. Goodwin Ave. Urbana, IL 61801).

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

In collaboration with the Head of the Social Sciences, Health and Education library, Nancy O'Brien, we have established that the program will utilize some of the existing library resources but that we will be required to purchase a few items as well. The resources that we currently have access to are listed below.

Summarize information about library resources for the program, including a list of key textbooks, a list of key text and electronic journals that will support this program, and a short summary of general library resources of the University that will be used by the program's faculty, students, and staff.

We are already collecting in most of the areas covered by the program's course description. For example, resources related to Health Finance and Health Informatics are well represented in our catalog, with each topic returning thousands of relevant results. Three classes (Revenue Cycle and Integrity; Operations Management in Healthcare; and Health Law & Ethics) represent areas in our collection which need further development. This will require us to find additional funding support or to reallocate existing funds to grow our resources in these subjects.

With over 15 million books in its collection and relevant resources being acquired by both the Grainger Engineering Library for the Carle Illinois College of Medicine and the Social Sciences, Health, and Education Library for heath related topics, there are numerous resources for the new degree program. Many of these resources are available online. Key databases include:

- CINAHL
- Health Source-Consumer Edition
- PsycINFO
- PubMed
- Web of Science
- Scopus
- CABI Global Health
- Business Source Ultimate
- EconLit with Full Text
- ProQuest One Business
- Social Services Abstracts

In addition, the extensive online journal collection includes key journals in areas such as epidemiology, business and finance, health care, human resources, and others covering topics including diversity of the workforce, informatics and more. A few examples of relevant journals are listed below.

- American Journal of Public Health
- Annual Review of Public Health
- Bulletin of the World Health Organization
- Epidemiologic Reviews
- Frontiers of Health Services Management
- Harvard Business Review
- Health Affairs
- Healthcare Financial Management
- Health Care Management Review
- Health Services Research
- Journal of Epidemiology and Community Health

- Journal of Health and Human Services Administration
- Journal of Healthcare Management
- Medical Care Research and Review
- Modern Healthcare

Are any sources of funding temporary (e.g., grant funding)? If so, how will the program be sustained once these funds are exhausted?

The funding for this certificate has been attained through an Investment for Growth grant. Once the funding provided by this grant has expired, the certificate should be fully sustainable and funded by the tuition required of enrollees.

If this is a graduate program, please discuss the intended use of graduate tuition waivers. If the program is dependent on the availability of waivers, how will the unit compensate for lost tuition revenue?

N/A

Budget Narrative
Fiscal and
Personnel
Resources
Attachments

Personnel Budget

Category	Year One	Year Five	Notes

Faculty (FTE)

Faculty FTE Year1	Faculty FTE Year 5	Faculty FTE Notes
8	10	6 current faculty also teach in other programs within the department.

Faculty ($)

Faculty Year 1	Faculty Year 5	Faculty Notes
$627,616	$847,616	N/A

Advising Staff ($)

Advising Staff Year 1	Advising Staff Year 5	Advising Staff Notes
$123,658	$151,158	N/A

Graduate Students ($)

Graduate Students Year 1	Graduate Students Year 5	Graduate Students Notes

Graduate Students Year 1	Graduate Students Year 5	Graduate Students Notes
N/A	N/A	N/A

Other Personnel
Costs

Other Personnel Costs Year 1	Other Personnel Costs Year 5	Other Personnel Costs Notes
N/A	N/A	N/A

Budget Narrative
Attachments

Facilities and Equipment

Illinois Administrative Code: 1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support high quality academic work in the unit of instruction, research or public service are available and maintained;

B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service;

C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and can be maintained.

Describe the facilities and equipment that are available, or that will be available, to develop and maintain high quality in this program. Summarize information about buildings, classrooms, office space, laboratories and equipment, and other instructional technologies for the program.

The College of AHS has excellent facilities and the latest technology to support online education. Not only are there unique and dedicated recording spaces, the equipment is top of the line. Given this is an online certificate, there are no additional space needs.

Will the program require new or additional facilities or significant improvements to already existing facilities?

No

Will the program need additional technology beyond what is currently available for the unit?

No

Are there other costs associated with implementing the program?

No

Facilities and Equipment

Attachments

Faculty and Staff

Illinois Administrative Code: 1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met; B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities; C) The involvement of faculty in the unit of instruction, research or public service is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation; D) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, which are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.

Describe the personnel resources available to develop and maintain a high quality program, including faculty (full- and part-time, current and new), staff (full- and part-time, current and new), and the administrative structure that will be in place to oversee the program. Also include a description of faculty qualifications, the faculty evaluation and reward structure, and student support services that will be provided by faculty and staff.

Our plan is to use both current faculty as well as new hires to develop courses and instruct courses in this graduate certificate. We will also include adjunct faculty with current real-life experience for some courses and as guest lecturers. All faculty will work closely with the online Master of Health Administration program leadership but report directly to the department head. Program leadership will be integrally involved in faculty evaluations and reward structure.

Summarize the major accomplishments of each key faculty member, including research/scholarship, publications, grant awards, honors and awards, etc. Include an abbreviated curriculum vitae or a short description.

Please see attached CVs for key faculty members.

Faculty and Staff
Attachments
Faculty CVs.pdf

HLC Section

Credit Hours

Existing or repackaged curricula (Courses from existing inventory of courses):	Number of Credit Hours:	8 67	Percent of Total:
Revised or redesigned curricula (Courses for which content has been revised for the new program):	Number of Credit Hours:	0 0	Percent of Total:
New curricula (Courses developed for the new program that have never been offered):	Number of Credit Hours:	4 33	Percent of Total:

Total Credit Hours of the Program:	Number of Credit Hours:	12 100	Percent of Total:

New Faculty Required

Will new faculty expertise or new faculty members be needed to launch this program?

Yes

Please explain new needs, indicating whether the insitution will need to hire new faculty members for this program in order to secure appropriately credentialed people or to have enough faculty members to appropriately support the program.

Our program is focused on having the best faculty available to teach within our Health Finance Graduate Certificate. We currently have two exceptional instructors and have plans to add another through our IFG grant to teach within this certificate.

Additional Funds

Will the proposed program require a large outlay of additional funds by the institution?

No

Institutional Funding

Please explain institutional funding for proposed program:

Investment for Growth Grant and then self-supporting.

EP Documentation

EP Control Number   EP.26.006

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final
Approval Notices

Banner/Codebook

Name				
Program Code:				
Minor Code	Conc Code		Degree Code	Major Code
Senate Approval Date				
Senate Conference Approval Date				
BOT Approval Date				
IBHE Approval Date				
HLC Approval Date				
DOE Approval Date				
Effective Date:				

Program Reviewer Comments

Mary Lowry (lowry) (03/07/24 11:25 am): Rollback: Please see email dated 3-7-24 for key 1255

Emily Stuby (eastuby) (01/08/25 9:37 am): Updated Corresponding Degree to correct degree.

Steve Petruzzello (petruzze) (01/29/25 10:54 am): 1. In section 'Describe the institution's plan for seeking specialized accreditation', the first 2 sentences are redundant;remove the 2nd. 2. In section 'Catalog Page Overview Text", is it possible (or necessary) to more fully explain that a student completing this certificate would have credits that would apply toward the full MHA degree if thewy choose, but also gives them some credentials if they do not pursue the full degree program? 3. In section 'Graduation Requirements', maybe add 'of the complete MHA degree' following 'requirements'. 4. In section of Student Learning Outcomes, 'Describe here:', (a) it isn't clear how video lectures will allow for interactive online discussions. Will the lectures be recorded and "played back" to the students? Who will monitor the students during the interactive discussions?; (b) consider inserting '(i.e., collaborative)' after 'teamwork' to link this more directly to the learning outcomes above. 5. In section of Student Learning Outcomes, 'Identify faculty . . .', the phrasing 'clinical, organizational or community situation' appears several times in this section. How does this tie directly into the stated Learning Outcomes above? Clinical, organizational, and community are not articulated in the Outcomes. 6. In section 'IBHE', insert 'degree' - MHA degree program. 7. In section 'Comparable Programs in Illinois', perhaps include a statement here that the certificates can also be stacked and lead to the MHA degree upon completion? 8. In section 'Facilities and Equipment', is this relevant for a fully online program? If yes, please explain as earlier this was stated as being fully online.

Shannon Mejia (stmejia) (01/29/25 12:14 pm): Overall, this is a well-reasoned proposal. The following are suggested for clarity: 1) Program justification. Add sentences toward the of this

section that a) situates this certificate within the context of the online MHA program and b) defines the term "stackable certificates"; 2) In the Catalog page overview & IBHE statement: instead of "intended to motivate" consider indicating that courses in this certificate can can be applied toward the MHA degree. 3) Application of courses to MHA. Are certificate credits applicable to the MHA indefinitely? If there is a time limit, it should be indicated. 4) Learning outcome 4: Projects and plans for future scenarios. possible typo (projects vs project)

Steve Petruzzello (petruzze) (01/29/25 2:28 pm): In the Facilities and Equipment section: Describe the facilities and equipment. . ., this should look more like the other certificate programs being proposed (key=1258, 1259). Here there is mention of classrooms, office space, etc. that wouldn't be relevant to an online program. Revise accordingly.

Jacob Fredericks (jfred) (01/29/25 2:57 pm): 1. For the program justification in the third paragraph first sentence note specifically that this is creating an "online" Graduate Certificate. 2. Catalog Page Overview can be clearer. I recommend starting with "The Health Finance Graduate Certificate will prepare students professionally in the areas of…" Remove "we anticipate", and "intended" in favor of a more direct explanation of the degree and learning objectives. This would also be updated in the IBHE. 3. For admission requirements, I have concerns about a resume showing 3-5 years of healthcare experience as a requirement. What is the rationale for requiring applicants to have a minimum of three years of full-time work experience? This seems to eliminate access to students interested in stackable certificates. To my knowledge professional experience is not required for the MHA degree, which might be an option for students after the completion of this cert. I recommend including in this section only the minimum required GPA listed earlier in the form. If you intend to only admit full-time professionals, I recommend adding specific language in all program descriptions stating this expectation.

Ian Mertes (imertes) (02/04/25 5:09 pm): - Learning outcome #4 is missing an action verb. - For admission requirements, would it be acceptable if the applicant has the equivalent of 3 years of full-time experience? - Item 3 of the Equity section describes the asynchronous nature of the certificate, but the delivery method states that it will include a synchronous component.

Justin Aronoff (jaronoff) (02/06/25 10:13 pm): Wil HK 522 be offered in the fall semester and the spring semester, given that it is a prerequisite for HK 523? Also, please clarify if students can take the face-to-face version of some of these classes or count those versions if they were taken before entering the certificate program.

Laura Payne (lpayne) (02/07/25 8:04 am): In addition to the solid feedback of my colleagues, I suggest the HK team consult with the online learning team (if needed) to hash out details of asynchronous online learning components of this certificate. If you haven't looked at any existing certificate proposals, I suggest you do so as it can help you with the next phase of your revisions.

Wesley Wilson (wjwilson) (02/07/25 9:58 am): My comments here are similar to those that I left on the proposal for the Health Informatics certificate: A couple of additional notes: 1) I agree with an earlier note that 3-5 years of work experience may be restrictive and turn away otherwise high quality applicants. And if they have 6 years of work experience, are they not eligible to apply? Please clarify. 2) I wonder about the "experiential learning aspect"...can more

be said about what those would look like? I assume those components would largely be applied to the jobs the students currently have. What about a prospective student who may not be currently be employed in health admin (for life reasons, changes in career, etc.), but who does still have some past health admin experience and otherwise qualify for admission? What would their theory to practice opportunities (or experiential learning) look like if they don't have that current employment?

Robbin King (rlking10) (02/07/25 12:07 pm): Rollback: Rolling back: Please review and address committee comments & resubmit.

Robbin King (rlking10) (03/03/25 4:00 pm): Rollback: Rolling back for edits.

Key: 1255