

## New Proposal

Date Submitted: 12/21/24 5:18 pm

Viewing: : **Healthcare Quality and Strategy, GCRT  
(online)**

Last edit: 08/21/25 11:40 am

Changes proposed by: Cassie Meinert

### In Workflow

1. U Program Review
2. 1581-HK  
Committee Chair
3. 1581-HK Head
4. KY Committee Chair
5. KY Dean
6. University Librarian
7. Grad\_College
8. COTE Programs
9. Provost
10. Senate EPC
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. DOE
17. Catalog Editor
18. DMI

### Approval Path

1. 01/08/25 10:03 am  
Donna Butler  
(dbutler): Approved  
for U Program  
Review
2. 01/23/25 3:15 pm  
Kristi Carlson  
(carlso1): Approved  
for 1581-HK  
Committee Chair
3. 01/23/25 9:18 pm  
Kim Graber  
(kgraber): Approved  
for 1581-HK Head
4. 02/07/25 12:14 pm

- Robbin King  
(rlking10): Rollback  
to 1581-HK  
Committee Chair for  
KY Committee Chair
5. 02/21/25 1:10 pm  
Kristi Carlson  
(carlo1): Approved  
for 1581-HK  
Committee Chair
6. 02/21/25 7:44 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  
(carlo1): 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 3:31 pm  
Tom Teper (tteper):  
Approved for

University Librarian  
13. 05/12/25 1:52 pm  
Allison McKinney  
(agrindly): Approved  
for Grad\_College  
14. 05/12/25 3:12 pm  
Suzanne Lee  
(suzannel):  
Approved for COTE  
Programs  
15. 08/13/25 6:30 pm  
Brooke Newell  
(bsnewell):  
Approved for  
Provost

## Proposal Type

Proposal Type: Major (ex. Special Education)

## Administration Details

Official Program Name	Healthcare Quality and Strategy, GCRT (online)	
Diploma Title	Graduate Certificate in Healthcare Quality and Strategy	
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, lbarnes@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 Healthcare Quality and Strategy 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 Health Finance (key 1255), and the GCRT proposal for Healthcare Analytics (key 1258).

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.

According to the World Health Organization, “improving the quality of health services requires strong national direction from governments, focused sub-national support, and action at the health facility level. Across all levels there is a need for engagement and empowerment of the communities served by the health system.” As an educator of future leaders, we can do our part, through this Graduate Certificate for Healthcare Quality and Strategy, to increase the focus placed on this crucial aspect of healthcare. Students who complete our certificate will be able to influence their communities in very impactful ways.

With the increase of the aging population in the United States, we need healthcare administrators who are well prepared to tackle tough healthcare problems and who come to the table with innovative solutions. The proposed online Graduate Certificate in Healthcare Quality and Strategy will provide our students with the skills to excel in the healthcare sector, particularly in the areas related to Healthcare Quality and Strategy.

Students who complete this Graduate Certificate will be prepared to affect change in hospital administration, healthcare insurance, pharmaceutical environments and much more. Additionally, when the Graduate Certificate is stacked (combined) with our other Certificates and students complete the online Master of Health Administration degree, they will be poised to take on positions in leadership as managers, directors, vice presidents and presidents of various institutions. Our goal is to train future healthcare pioneers and to become a leader in health administration education nationally.

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

## Instructional Resources

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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

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Academic Level            Graduate

Does this major            No  
have transcribed  
concentrations?

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                    2.75  
required GPA?

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.

Accreditation will be sought through the Commission on the 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 [Healthcare Quality and Strategy POS.xlsx](#) information here.

### Catalog Page Text - Overview Tab

Catalog Page Overview Text

Students who complete this Graduate Certificate will be prepared to affect change in hospital administration, healthcare insurance, pharmaceutical environments and much more. The online Graduate Certificate in Healthcare Quality and Strategy is intended to motivate students toward the online Master of Health Administration program, which 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 for the complete online MHA degree, provided they apply and are admitted to the degree program:

HK 524, HK 525, and HK 526, requirements of the Health Administration, MHA (online) degree program

The required courses for this certificate are listed below.

Total Required Hours		12
<a href="#">HK 524</a>	Healthcare Quality	4
<a href="#">HK 525</a>	Organization and Strategic Planning in Healthcare	4
<a href="#">HK 526</a>	Operations Management in Healthcare	4
Total Hours Required for Graduation		12

Corresponding  
Degree

GCRT Graduate Certificate

# Program Regulation and Assessment

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## Plan to Assess and Improve Student Learning

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*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 online Healthcare Quality and Strategy Graduate Certificate will complete the following learning outcomes:

1. Evaluate change management theories and tools to effectively implement quality improvement initiatives in diverse healthcare environments.
2. Demonstrate understanding of the function of media and public relations.
3. Assess and evaluate the financial implications of various quality improvement initiatives, balancing cost-effectiveness with long-term health outcomes and patient satisfaction.
4. Demonstrate strong presentation and communication skills, both written and oral.
5. Leverage organizational data to identify strengths and shortcomings, build on opportunities and attempt to minimize environmental threats.
6. Critically examine information and make judgements for future scenarios.
7. Identify and describe the structure, conduct and interpretation of quantitative analytical methods: economic and financial evaluation, survey research, linear regression analysis, forecasting methods, linear programming, project management and bivariate comparison methods.
8. Identify and implement appropriate organizational structures including key roles, functions and responsibilities to support various healthcare team functions.
9. Incorporate best-practice techniques into leadership and management activities.
10. Demonstrate an understanding of the key concepts and principles of healthcare quality management, including continuous improvement, patient safety, and clinical effectiveness.

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



Describe here:

Throughout the courses in this online 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, instructor led 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 online 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 (ie. collaborative) 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 online 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.
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. This graduate certificate will feature small group work where peers can experience feedback from one another.
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      Spring 2026  
Admissions Term

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:
  - a. Why are you interested in pursuing this online certificate?
  - b. 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

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

No

Additional Budget  
Information

Attach File(s)

## Financial Resources

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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

[SSForm GCRT in Healthcare Quality Strategy.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

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 Healthcare Quality and Strategy

The online Graduate Certificate in Health Informatics is intended to motivate students toward the online Master of Health Administration degree program, which 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 a certificate in Healthcare Quality and Strategy will grow professionally in the areas of healthcare quality, organization and strategic planning and operations management. We anticipate that this will propel these learners toward new opportunities in leadership within their current organization.

### **Institutional Context**

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#### **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 online certificates leading to an online 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 certificate directly connects with goal 2, by providing transformative learning experiences through online education, including stackable certificates (three certificates are available to be completed to count for the online MHA degree program) 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 Healthcare Quality and Strategy 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 option 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](http://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. These will be available to all online students with advanced notification and a request for registration. Finally, course developers and instructors will be available upon request in order to mentor our online graduate students.

If letters of support  
are available attach  
them here:

### Comparable Programs in Illinois

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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 used to earn the online Master of Health Administration degree. Our certificates include Health Finance, Health Informatics 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

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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

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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 online Healthcare Quality and Strategy 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 online 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 the online space.

By incorporating these initiatives, the online Healthcare Quality and Strategy 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 through 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 online Master of Health Administration, 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 online Master of Health Administration program.

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.	
The creation of the online Healthcare Quality and Strategy 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 program 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). The College of AHS was supportive of our goal to create an online Master of Health Administration program as an option for potential students unable to complete an in-person program. This initiative was fortunately funded through the university Investment for Growth program. The College and campus supported the repurposing of the courses required for the online Master of Health Administration program for stackable certificates.	
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.	
Provide tuition cost analysis for comparable programs and institutions in Illinois.	Completion of the online Healthcare Quality and Strategy Graduate Certificate will cost students a total of \$6,900, \$575 per credit hour. UIC offers their graduate certificate in Essentials in Healthcare Safety and Quality for \$789 per credit hour; a total cost of \$9,684. Combine the cost savings of our program and the fact that our certificates are stackable toward a degree, we will be an economical option for a diverse group of prospective students.

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 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 online Healthcare Quality and Strategy Graduate Certificate will fill a gap in education amongst top ranked programs. While online education is growing, the focus on Healthcare Quality and Strategy, as a separate certification, is not prevalent within any of the four top ranked programs. Many of our current and prospective students share their interest in improving healthcare quality and we feel that we can excel in this arena of the healthcare industry.

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 online Healthcare Quality and Strategy 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](https://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 online Healthcare Quality and Strategy 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 online Healthcare Quality and Strategy 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 online Healthcare Quality and Strategy 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 online Healthcare Quality and Strategy Graduate Certificate contributes to societal needs by fostering a comprehensive understanding of Healthcare Quality and Strategy 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

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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 Healthcare Quality and Strategy 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.

Twelve hours of coursework requirements of the Health Administration and Leadership degree program.

- HK 524: Healthcare Quality

- o Provides an introduction to fundamentals in healthcare quality and will prepare students as leaders in the field of healthcare. Students will be provided with the opportunity to gain an in-depth understanding of healthcare quality through real life experiences presented by different healthcare leaders in the community. Students will be able to not only recognize concepts, but also be able to synthesize and apply concepts to various situations, and generate evidence-based solutions for difficult quality and process problems.

- HK 525: Organization and Strategic Planning in Healthcare

- o Can healthcare be all things to all people and still be successful? As future healthcare leaders, strategic planning is essential to lead and manage healthcare organizations efficiently and effectively. You will develop your strategic planning skills by exploring topics such as: understanding and analyzing the health care environment, competitive advantages, development of strategic alternatives, and development, communication, and evaluation of plans.

- HK 526: Operations Management in Healthcare

- o Introduces operations management tools and methodologies to develop quantitative models that can identify, analyze, and solve complex problems in a healthcare setting. Students will study applications of these modeling methods to planning, design, control, and decision making for healthcare delivery systems.

Attach Program

Description Files if  
needed

## Graduation Requirements

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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 online Healthcare Quality and Strategy 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

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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 for three years to ensure that our education is supportive of their career opportunities and goals.

Plan to Evaluate  
and Improve the  
Program  
Attachments

## Budget Narrative

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### Fiscal and Personnel Resources

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*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).

Our unit has received a University grant, Investment for Growth (IFG), which will provide funds for new faculty, staff, course development, and marketing to recruit new online students. AHS will market all online graduate programs aggressively domestically and internationally and have received funding for this program through an IFG.

Another component of the budget includes specific funds for course development. Existing faculty and new hires will be appropriately compensated for the additional work required to develop courses online.

## Faculty Resources

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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.

Through the IFG received to establish this program, we have received authorization to hire three new faculty members. These faculty will not be teaching solely within this Graduate Certificate but will support our efforts to educate our students. Current faculty within our department will teach all courses within this concentration.

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

All of the courses required for this certificate are taught currently so existing faculty will continue to teach these courses. There will be no change in teaching loads, and minimal changes to class size and student-faculty ratios. The current class size is fairly small, which allows for an increase in enrollment. The IFG does allow for 2 Specialized Faculty and 1 Tenure Track faculty to be hired, so in the event that class sizes become too large, additional sections can be added.

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

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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.

Below is information about existing resources in the Library and future needs.

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 health 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
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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
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 (if necessary) to develop courses and instruct courses in this online 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 MHA program leadership but report directly to the department head. MHA 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:	12 100	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:	0 0	Percent of Total:

Total Credit Hours of the Program:	Number of Credit Hours:	12 100	Percent of Total:
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### New Faculty Required

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

No

Please explain existing coverage: Our program is focused on having the best faculty available to teach within our online Healthcare Quality and Strategy Graduate Certificate. We currently have three exceptional instructors.

### 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:

The program will be funded through the IFG and will later be self-supporting.

### EP Documentation

EP Control Number EP.26.008

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
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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 11:26 am):** Rollback: Please see email dated 3-7-24 for key 1259

**Emily Stuby (eastuby) (01/08/25 9:38 am):** Updated Corresponding Degree to correct degree.

**Steve Petruzzello (petruzze) (01/29/25 2:24 pm):** 1. In section 'Program Justification', it is stated 'when the Graduate Certificate is stacked', it would useful to elaborate. Stacked with what? Provide the complete description here. 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 they 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 'IBHE', the second paragraph currently reads 'Students completing a certificate in Health Informatics'; this should be changed to the name of the certificate program being presented. 8. In section 'IBHE', is there similar language to explain what this certificate is designed to teach (see Health Finance, key=1255 for example). 9. 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?

**Ian Mertes (imertes) (02/04/25 4:59 pm):** - Sheet 1 of the POS Excel spreadsheet doesn't



appear to be related to the proposal. - Learning outcome #6 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. - In the Equity section, note that "Department of KCH" is used.

**Jacob Fredericks (jfred) (02/05/25 4:07 pm):** 1. In Program of Study, the Catalog Page Overview does not describe the certificate. There is a paragraph that could be included in the IBHE section. Recommend reviewing other comparable examples on Course Catalog page. <http://catalog.illinois.edu/graduate/certificates/> 2. In Student Learning Outcomes, more specific connections to the outcomes of the Healthcare Quality and Strategy certificate would enhance this section. 3. In Admission Requirements: For each of these related proposals, I am concerned about the requirement for 3 years of full-time work experience. I like Ian's note, perhaps consider 3 years of full time work, or some other relevant qualification that would also help potential students meet eligibility. 4. In Program Description, can HK 524, 525, 526 be ordered sequentially?

**Shannon Mejia (stmejia) (02/06/25 8:13 pm):** I have no additional comments in addition to those that have been raised. I agree that defining stacked (what is stacking, are there limits to the amount of time to stacking certificates, etc) and situating this certificate within the online MHA is essential.

**Justin Aronoff (jaronoff) (02/06/25 11:18 pm):** 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 8:13 am):** I have the same input for this proposal as the other two similar certificate proposals. The learning outcomes need to tap into higher level thinking, analysis, and synthesis using words that align with higher levels of learning as per Bloom's taxonomy. Consult with Aine McVey and she can give you examples of best practice approaches to learning outcomes - especially at the 500 course level.

**Wesley Wilson (wjwilson) (02/07/25 10:06 am):** My comments here are similar to those that I left on the proposal for the other two proposed certificates: 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? On the other hand, what accommodations can be made to ensure that all assignments connected to students' current health admin jobs are broad enough to be relevant? That is, will any experiential learning components which require students to apply knowledge to their current jobs be inclusive enough to capture the potential uniques of their job description?

**Robbin King (rlking10) (02/07/25 12:14 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.