



Office of the Dean

9201 University City Boulevard, Charlotte, NC 28223-001

t/ 704.687.8374 f/704.687.1639

June 28, 2016

Dr. Courtney Thornton
AVP for Academic Programs

Dear Dr. Thornton:

SUBJECT: Request to Establish BS in Health Systems Management (Response to Comments)

Thank you for the thoughtful review of our Request to Establish the BS in Health Systems Management (HSM) at UNC Charlotte. Responses to the itemized comments are listed below.

Comment 1. Curriculum: We anticipate that UNC system reviewers, particularly those with AUPHA-certified programs may be critical of the current curriculum plan as being too unstructured (30 credit hours in the major; 47-53 credit hours of electives). We understand the primary focus of this degree would be to satisfy students in other pre-majors (public health, athletic training, exercise science, social work, and nursing) that UNC Charlotte cannot currently accommodate. Was any consideration given to defining tracks that would appeal to these target audiences and result in fewer unstructured electives?

UNC Charlotte offers a wide range of minors. Initially, the faculty committee contemplated requiring a minor in addition to the BS in HSM requirements; however, a required minor would increase the credit load by 15 to 20 credits and could create an obstacle to degree completion. In reviewing related minors throughout campus, we compiled a list of preferred electives that would enhance the BS in HSM course work such as gerontology, biology, international studies, management information systems, political science, communication studies, etc. While some of our students will enter as freshmen and may elect to complete a minor, many students who will enroll in the initial years of this program will be pre-majors in our other health professions programs and will be in their fifth or sixth semesters. Through careful advising, we will steer students toward those preferred collections of course electives that are both of interest to them, and which will deepen their background on the specific populations or conditions under which health care delivery occurs.

Comment 2. Faculty: Do any of the faculty listed (pp. 8-9) teach at the undergraduate level now (BS Public Health)? If so, it may be worth noting more prominently in the proposal.

Yes, several faculty (Drs. Harver, J. Laditka, Piper, and Platonova) teach in the Bachelor of Science in Public Health (BSPH). We have included this information within the faculty descriptions on pages 8-9 of the attached revised Request to Establish.

Comment 3. Budget: The Request to Plan estimated 325 FTE by year 4; however, the Request to Establish budget is built off of an estimate of 370 FTE by year 4. Which is correct?

370 is correct. With input from the Department of Public Health Sciences and analysis of our growing pre-majors in our college, we anticipate more than was stated in the original Proposal to Plan (325 FTEs).

Please separate out each personnel line item in the budget. Otherwise, we anticipate questions from system reviewers who must assume the salaries are competitive for recruiting.

Thank you! We have revised our budget accordingly on pages 23-30 of the attached revised Request to Establish.

Comment 4. Other corrections: We believe the correct title of the UNC-CH degree program, p. 2, may be Health Policy and Management. Please attach the final Request to Plan, as instructed Section XII, p. 34

Again, thank you. These have been corrected in the attached Request to Establish.

Please let us know if we can provide further information.

Sincerely,



Nancy Fey-Yensan, Dean CHHS



Jane Neese, Associate Dean, CHHS



UNC CHARLOTTE

Office of the Chancellor

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May 16, 2016

Dr. Junius Gonzales, Senior Vice President for Academic Affairs
University of North Carolina
Post Office Box 2688
Chapel Hill, North Carolina 27515-2688

Dear Junius:

Enclosed is UNC Charlotte's Request to Establish a B.S. in Health Systems Management. The proposed program has grown out of student demand for careers in the health and human services sectors and will prepare students as leaders in addressing organizational needs in the field through interdisciplinary approaches.

Thank you for your consideration of this request. Provost Lorden or I would be pleased to respond to any questions that you may have.

Cordially,

Philip L. Dubois
Chancellor

cc: Joan F. Lorden, Provost and Vice Chancellor for Academic Affairs
Nancy Fey-Yensan, Dean, College of Health and Human Services
Courtney Thornton, Associate Vice President for Research and Graduate
Education
Cody Thompson, Coordinator for Academic Planning





UNC CHARLOTTE

Office of Academic Affairs

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May 12, 2016

Junius Gonzales, Senior Vice President for Academic Affairs
University of North Carolina
Post Office Box 2688
Chapel Hill, North Carolina 27515-2688

Dear Junius,

Enclosed is UNC Charlotte's Request for Authorization to Establish a BS in Health Systems Management. The proposal provides a summary budget which includes enrollment increase funding. While this is an undergraduate program designed to serve existing demand and therefore will not specifically increase enrollment, UNC Charlotte is committed to funding the expenses for the degree through funding generated by projected increases in overall enrollment or by reallocating funds, if needed.

Thank you for your consideration of this request.

Sincerely,

Joan F. Lorden
Provost and Vice Chancellor for Academic Affairs

cc: Courtney Thornton, Associate Vice President for Research
and Graduate Education
Cody Thompson, Coordinator for Academic Planning



Minimum credit hours required 30
Expected number of full-time terms to completion 8

Do the following sections of your previously submitted and approved Request to Plan document require any change or updated information? If yes, note the items and explain.

Review Status (Campus)	Yes	No <u>x</u>
Description and Purpose	Yes _____	No <u>x</u>
Student Demand	Yes _____	No <u>x</u>
Societal Demand	Yes _____	No <u>x</u>
Unnecessary Duplication	Yes _____	No <u>x</u>
Enrollment	Yes _____	No <u>x</u>

I. Program Requirements and Curriculum

A. Program Planning

1. List the names of institutions with similar degree programs regarded as high quality programs by the developers of the proposed program.

Institution: Appalachian State University*

Program Title: BS in Healthcare Management

Institution: East Carolina University*

Program Title: BS Health Services Management

Institution: University of North Carolina at Chapel Hill*

Program Title: BS in Health Policy and Management

Institution: Western Carolina University

Program Title: BS Health Systems Administration

Institution: Winston Salem State University*

Program Title: BS Healthcare Management

*Denotes that the program is certified through the Association of University Programs in Health Administration (AUPHA)

2. List institutions visited or consulted in developing this proposal. Also discuss or append any consultants' reports or committee findings generated in planning the proposed program.

We consulted with five institutions, four UNC system universities and one local private college. Appalachian State University, East Carolina University, UNC-Chapel Hill, and Winston-Salem State University have robust enrollments with competitive admissions. Winston-Salem State University states that their Healthcare Management degree is the fastest growing undergraduate degree in the School of Health Sciences. Appalachian State University, East Carolina University, and UNC-Chapel Hill currently are AUPHA members and Winston-Salem State University is seeking AUPHA certification. All universities reported that their graduates do not have difficulty finding employment. They noted that the key element to their success was maintaining professional relationships with their local stakeholders who serve on advisory boards and as preceptors for their students. UNC-Chapel Hill offered that the service learning component in courses is very popular and offers students an authentic experience. With the increasing student demand, Winston-Salem State University shared that obtaining faculty and budgetary resources will be important to support our potential growth. All institutions encouraged us to gain AUPHA certification that affords networking opportunities for faculty to update, retool and enhance courses; however, two universities limit their enrollments based on certification guidelines.

In spring 2015, the Hanover Research company was contacted to examine the viability of three specific health-related areas: generic health studies/health sciences, nutrition, and healthcare management (See Request to Plan for the full report.) The Hanover Research Report utilized the United States Bureau of Labor and Statistics and the North Carolina Department of Commerce to evaluate the present and future labor market demand of occupations related to medical and health services managers.

B. Admission. List the following:

1. Admissions requirements for proposed program (indicate minimum requirements and general requirements).

All students must meet UNC Charlotte requirements for admission for undergraduate students. In addition, students must have a 2.0 cumulative GPA unless it is the student's first semester at UNC Charlotte and a cumulative GPA has not been established. General advising for prospective majors and newly declared will introduce students to the curriculum and degree requirements so as not to delay graduation resulting in high cost to the student.

UNC Charlotte advises that all students should declare and be accepted into a major or a pre-professional program by the time they have earned 60 semester hours of credit; transfer students entering with more than 60 credit hours should make that declaration upon enrollment or during their first semester of attendance.

2. Documents to be submitted for admission (listing).

Applications for admission are reviewed when all required credentials are received. The review focuses on the academic history of the applicant and considers all relevant factors. The intent of the University is to offer admission to applicants whose credentials indicate a strong likelihood for success in their

selected curricula. It is not always possible to accommodate all the applicants who meet the minimum criteria, and some majors require above-average academic profiles for admission. The Admissions Advisory Committee may make exceptions to the minimum criteria for applicants who are judged to have potential or talent not revealed by test scores and academic performance.

Freshmen Criteria:

The Office of Undergraduate Admissions considers applicants whose minimum qualifications include high school graduation or a General Education Diploma (GED). For international applicants, guidelines provided by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and NAFSA: Association of International Educators and World Evaluation Services are used to determine if an applicant has met requirements for high school graduation in their country.

Applicants for freshman admission must submit the following to complete their application:

1. The online application for admission
2. \$60 application fee or approved fee waiver
3. Official high school transcript reflecting completed coursework in grades 9-11. Final transcripts reflecting senior grades and graduation date must be provided prior to enrollment.
4. Official SAT or ACT scores.
5. Internationally-educated students must have their foreign credentials translated and evaluated by an approved, accredited credential evaluation service.

Applicants for freshman admission are evaluated for admission with primary consideration given to the following:

High School Performance

- Academic Courses in Grades 9-11. Applicants must have the minimum course requirements as stated by the UNC system. These courses include 4 units of English, 4 units of Math (including an advanced math), 3 units of Science, 2 units of History/Social Studies, and 2 units of the same foreign language.
- Grade Point Average. The middle 50% of the freshman class has a GPA between 3.7 to 4.3; average GPA is 4.1.
- Senior Year Course Selection. In addition to English and math, we encourage students to take science and foreign languages in their senior year. We expect to see a solid academic schedule.

SAT or ACT scores

The middle 50% of the freshman class have SAT scores ranging from 1540-1770 and/or ACT scores ranging from 22-27.

Transfer Criteria:

A minimum of twenty four semester hours of college transferable coursework is required for transfer admission. Transfer admission is based on grade point average achieved and specific courses completed. Transfer admission policies are clearly presented on the Undergraduate Admissions website and in the transfer recruitment brochure. In addition, transfer requirements are presented at community college visits, transfer advising sessions at Open House, and in daily information sessions in the Admissions

office. In addition to the application and \$60 fee, official transcripts from every college attended, and an official high school transcript, the following requirements apply:

1. Transfer students under the age of 21 are required to have completed the Minimum Course Requirements in high school: four units of English; 4 units of Math; 3 units of Science; 2 units of Social Science/History; and 2 units of Foreign Language
2. Applicants must present an overall 2.0 grade point average according to calculations performed by the Undergraduate Admissions office.
3. Students who do not meet freshman admission requirements must present a minimum of 24 semester hours (or 36 quarter hours) of transfer credits.
4. Internationally-educated students must have their foreign credentials translated and evaluated by an accredited credential evaluation service. Transfer applicants must have a "course by course report" completed by the service, and they must present the equivalent of a high school diploma in addition to college-transferable coursework.
5. Applicants must be in good standing at and eligible to return to the last institution attended.

Transfers from within UNC Charlotte:

1. Cumulative GPA of 2.0

C. Degree requirements. List the following:

1. Total hours required. State requirements for Major, Minor, General Education, etc.

The proposed BS in Health Systems Management will require students to complete general education requirements and complete 30 credit hours of study within the major. There will be no pre-requisites beyond those courses required for general education. The program will not seek specialized accreditation; accordingly, barriers to degree progression that might otherwise be associated with such programs will be avoided.

Proposed Curriculum:

General Education requirements (37-43 credit hours)

Major courses (30 credit hours)

Electives (47-53 credit hours)

TOTAL DEGREE REQUIREMENTS: 120 credit hours

2. Other requirements (e.g. residence, comprehensive exams, thesis, dissertation, clinical or field experience, "second major," etc.).

Other requirements include the completion of two courses in the major that will serve to fulfill the university's writing Intensive (W) and oral communication (O) requirements, as well as provide service learning experiences (SL) (HAHS 3201-Healthcare Leadership, Ethics, and Inter Professional Communication (W/O); HAHS 4400-Health Systems Management Capstone (W/SL)).

- D. For all programs, list existing courses by title and number and indicate (*) those that are required. Include an explanation of numbering system. List (under a heading marked "new") and describe new courses proposed.

The Health Systems Management major prepares a student to be a generalist in the health systems management field and to provide leadership in addressing the organizational needs of the health and human services sector through interdisciplinary approaches guided by culturally relevant perspectives.

NEW COURSES:

The implementation of the BS in Health Systems Management involves the creation of 10 new courses. Course numbering follows the UNC Charlotte Academic Policy on Course Numbering, which provides a framework for the identification of course types, as well as a standardized mechanism through which students, faculty, advisors, and others can understand and navigate the curriculum. Additionally, two courses in the major will serve to fulfill the university's writing Intensive (W) requirement; one course will fulfill the university's oral communication (O) requirement; and one course will provide an integrated service learning (SL) experience.

HAHS 2101-Introduction to the Health Professions and Human Resources Management* (3 credits)

Introduction to the various health professions, resources for career planning, and the concepts of professionalism, cultural competence, and interdisciplinary health care teams. The course investigates the wide variety of health care careers, focusing on the nature of the work, job descriptions, necessary abilities, legal and ethical responsibilities, and educational preparation and credentialing. Examines human resources management as it applies to health services institutions, including recruitment, selection, training and development.

HAHS 2102-Healthcare Language and Terminology* (3 credits)

This course provides an introduction to professional communications and vocabulary used in the healthcare field. Emphasis is placed on the fundamentals of terminology and communication. Clinical vocabularies, terminologies and coding systems, along with definitions are described in the context of caring for and treating patients.

HAHS 3103-Introduction to the US Health Care System* (3 credits)

An overview of the organization and delivery mechanisms in the U.S. health care system. Various settings for the delivery of health care and personnel and financial resources integral to the delivery of care are presented. Course also includes the historical development and future growth and direction of the system.

HAHS 3201-Healthcare Leadership, Ethics, and Inter-Professional Communication* (3 credits)
[W/O]

Examination of leadership skills and communication development. Analysis of ethical and bioethical problems confronting healthcare delivery systems. Contemporary issues confronting those delivering and using health care will be examined.

HAHS 3203-Introduction to Health Care Accounting and Finance* (3 credits)

Basic concepts and techniques of collecting, processing and reporting financial information relevant to healthcare institutions. Fundamental financial management concepts and tools for healthcare institutions, including financial statements and attributes.

HAHS 4101-Health System Organization Development and Behavior* (3 credits)

Introduction to organizational theory with applications to healthcare systems, including organizational design and inter-organizational networks and alliances.

HAHS 4103-Health Information Technology Management* (3 credits)

A study of the use of information technology to improve the delivery of healthcare. Information technology management includes methods and practices to acquire, disseminate, store, interpret, and use information to provide healthcare in a more efficient, effective and economical manner. Various applications for information systems in the health care delivery system will be emphasized as well as their potential benefits.

HAHS 4201-Health Policy and Law* (3 credits)

Examination of the formulation, adoption and implementation of public policy for health services delivery and healthcare through federal, state, and local political processes. Selected legal principles and their application to the healthcare field.

HAHS 4202-Quality Management and Improvement* (3 credits)

Examination of the concepts and practices of quality management, performance improvement, and assessment of outcomes in healthcare delivery settings; the application of quality management theory to health care product and service outcomes.

HAHS 4400-Health Systems Management Capstone* (3 credits) [W/SL]

Offers service learning experiences in a healthcare or related setting for students. The initial assumption is made that students participating in the experience have had limited hands-on exposure to healthcare systems.

The numbering system used is in compliance with UNC Charlotte Academic Policy: Course Numbering and Status, rules 2 and 3 (<http://provost.uncc.edu/policies/course-numbering-status>).

All incoming first-year BS HSM students will be required to enroll in Prospect for Success (PFS), a first semester (fall) course in which they, along with other CHHS majors, will be introduced to the professions and employment opportunities specifically associated with obtaining the BS HSM degree.

II. Faculty

A. (For undergraduate and master's programs) List the names, ranks and home department of faculty members who will be directly involved in the proposed program. The official roster forms approved by SACSCOC may be submitted.

- 1) Andrew Harver, Professor, Department of Public Health Sciences
- 2) Sarah B. Laditka, Associate Professor, Department of Public Health Sciences
- 3) Crystal Nicole Piper, Assistant Professor, Department of Public Health Sciences
- 4) Elena A. Platonova, Associate Professor, Department of Public Health Sciences
- 5) Bill Saunders, Assistant Professor, Department of Public Health Sciences
- 6) Winsor Schmidt, Professor of Public Policy on Health, Department of Public Health Sciences
- 7) Jessamyn Bowling, PhD, Assistant Professor, Public Health Sciences
- 8) One Associate Professor to hold Director position (to be hired)
- 9) One Assistant Professor (to be hired)
- 10-11) Two Non-tenure track Lecturers (to be hired)

Andrew Harver, Professor, Department of Public Health Sciences, holds a PhD in experimental psychology, and served as founding chair of the Department of Public Health Sciences (2002-2010). During his term as department chair the unit participated fully in the planning and establishment of the College's first doctoral program, in Health Services Research; reconfigured an existing Master of Science in Health Promotion program to a Master of Science in Public Health program; received initial accreditation of the Master of Health Administration program by the Commission on Accreditation of Healthcare Management Education and six-year reaccreditation; launched a Bachelor of Science in Public Health degree program; received initial five-year accreditation of the unit's public health programs by the Council on Education for Public Health; and was authorized to plan a PhD program in Public Health Sciences. Harver is active teaching in the undergraduate public health program, in the university's Communication Across the Curriculum initiatives, and an adopter of eportfolios to evidence integrated learning experiences. He serves as co-editor of *The Field Guide to ePortfolio*, a publication targeted for fall 2016 from AAC&U Publications involving over 60 authors from the eportfolio field.

Sarah B. Laditka, Associate Professor, Department of Public Health Sciences, previously served as the Director of the Master of Health Administration program, and holds an MBA (Finance), MA (Economics), and PhD (Public Administration). Dr. Laditka is a health services researcher and gerontologist. Her primary area of research involves aging, access to health care services for people in vulnerable populations, and health disparities, with an emphasis on cognitive health and health behaviors, active life expectancy, and public health disaster preparedness for older populations. She has taught courses in Health Care Policy, Health Care Finance, Health Economics, and Health Care Strategic Management.

Crystal Nicole Piper, Assistant Professor, Department of Public Health Sciences, is a health services researcher focused on health behaviors and the characteristics of disparities in chronic diseases and disease management among minority and vulnerable populations. She has taught several courses within the undergraduate program in public health and Master of Health Administration (MHA) program including Introduction to Health Systems, Organizational Behavior, Human Resource Management, Health Education & Behavior, and Health Planning & Evaluation. Dr. Piper holds an MHA, MPH, and PhD in Health Services Policy and Management.

Elena A. Platonova, Associate Professor, Department of Public Health Sciences, holds both an MHA and PhD in Health Care Strategic Management and Organization. Dr. Platonova has been involved in a number of research projects and publications focused on the inter-relationships among patient trust, patient satisfaction, and patient loyalty to primary care physicians. She is now involved in a research project focused on patient assessment of patient-centered medical home (PCMH) characteristics in free clinics and how it is associated with patient outcomes. She has taught courses within the undergraduate public health program and the MHA including Health Insurance and Managed Care, Marketing in Health Care, Organization Behavior in Health Care, Comparative Healthcare Systems, and Health Care Administration.

Bill Saunders, Assistant Professor, Department of Public Health Sciences, holds an MPH (Biostatistics) and PhD in Epidemiology. He has particular interests in the delivery of health care to patients with mental illnesses, diabetes, and cystic fibrosis; and the application of complex multiple data sources to health care research. Dr. Saunders has taught courses in Epidemiology, Biostatistics, Healthcare Informatics, Outcomes Research, Quality Measurement, and Pharmacoeconomics. Dr. Saunders serves as Program Director of the Professional Science Master's in Health Informatics, a program designed to prepare professionals in health analytics and data science who understand both the language of healthcare and of "Big Data."

Winsor Schmidt, Professor of Public Policy on Health, Department of Public Health Sciences, is the Metrolina Medical Foundation Distinguished Professor of Public Policy on Health and previously the founding chair of the Department of Health Policy and Administration at Washington State University. His work informs health, social service, and legal professionals, as well as judges and legislators, about the findings, analyses, conclusions, and implications from over 35 years of national and state research on guardianship and protective services for older persons and people with disabilities. Mr. Schmidt has taught Bioethics, Health Law, Health Policy, Mental Health Law, Administrative Law, and International Health Law. He holds a J.D. (Public Law) and LL.M. (Mental Health Law).

Jessamyn Bowling, PhD, MPH will be joining the Department of Public Health Sciences as an assistant professor in fall 2016. She is receiving her PHD from the School of Public Health at Indiana University Bloomington and has solid experience teaching at the undergraduate and graduate levels. It is expected that she will develop and teach Introduction to the Health Profession and Human Resources Management for the BS in HSM program.

- B. (For doctoral programs) List the names, ranks, and home department of each faculty member who will be directly involved in the proposed program. The official roster forms approved by SACSCOC may be submitted. Provide complete information on each faculty member's education, teaching and research experience, research funding, publications, and experience directing student research including the number of theses and dissertations directed.

NA

- C. Estimate the need for new faculty for the proposed program over the first four years. If the teaching responsibilities for the proposed program will be absorbed in part or in whole by the present faculty, explain how this will be done without weakening existing programs.

To meet SACSCOC accreditation and in accordance with best practices, the BS in Health Systems Management (HSM) program would require that 25% of the faculty possess doctorates in a related field. For the first full year, three faculty will be needed to teach 39 credits and teach the entire curriculum. One new senior (associate professor level) faculty will be responsible for admission and program coordination and a second faculty will be responsible for coordinating the service learning component of the capstone course (HAHS 4400). In year two, we anticipate approximately 150-200 total students (includes 50 part time students as well as 100-150 full time students) enrolled, requiring an additional 57 credits delivered and thus, will need two additional faculty (or a total of five FTE faculty).

Looking longer term, (and depending upon robust student enrollment and graduation) we could anticipate the need for three additional faculty for a total of eight FTE (five tenure-track faculty, three non-tenure track faculty, and two graduate teaching assistants) to deliver 180 credit hours of instruction to approximately 200-370+ students/semester.

- D. Explain how the program will affect faculty activity, including course load, public service activity, and scholarly research.

The proposed program will not impact current teaching loads of full-time faculty, most of whom are assigned a two to three course/semester teaching load based on levels of scholarly activity. In response to the demand for programs in the health sciences, we have added one faculty member to the Department of Public Health Sciences (Bowling), specifically to address needs at the undergraduate level and anticipate adding additional faculty with the approval of the HSM program. Lecturers are assigned a four course/semester teaching load in courses that match their areas of training. . The BS in HSM degree program is likely to enhance public service opportunities for all faculty through the range of student experiences contiguous with enrollment in the service learning course, HAHS 4400-Health Systems Management Capstone.

III. Delivery Considerations. Provide assurances of the following (not to exceed 250 words per lettered item):

A. *Access* (online, site-based distance education, and off-campus programs). Students have access to academic support services comparable to services provided to on-campus students and appropriate to support the program, including admissions, financial aid, academic advising, delivery of course materials, and placement and counseling.

NA

B. *Curriculum delivery* (online and site-based distance education only). The distance education technology to be used is appropriate to the nature and objectives of the program. The content, methods and technology for each online course provide for adequate interaction between instructor and students and among students.

NA

C. *Faculty development* (online and site-based distance education only). Faculty engaged in program delivery receive training appropriate to the distance education technologies and techniques used.

NA

D. *Security* (online and site-based distance education only). The institution authenticates and verifies the identity of students and their work to assure academic honesty/integrity. The institution assures the security of personal/private information of students enrolled in online courses.

NA

IV. Library

A. Provide a statement as to the adequacy of present library holdings for the proposed program to support the instructional and research needs of this program.

Current library holdings are adequate to support the instructional and research needs of the BS in Health Systems Management program. The following collection analysis shows relevant holdings and resources currently offered by the library. If any gaps in the collection are identified as the program is implemented, materials may be purchased using library funds allocated to the College of Health and Human Services. In addition, books or articles that are not held by the library may be requested through interlibrary loan, a free service for students and faculty. Faculty input will be sought when purchasing new titles for the program.

Following is a brief analysis of the library's current relevant holdings:

LC Subject Heading	Books/eBooks/Government Documents	eBooks	Journals
Health.	27,136	12,680	2172
Health services administration.	1142	347	99
Health facilities-- Administration.	175	32	16
Delivery of health care-- organization & administration.	167	42	9
Leadership.	3864	779	57

InCites Journal Citation Reports Category	Library Subscriptions
Health Policy & Services	20 of top 25 journals
Healthcare Science & Services	21 of top 25 journals
Management	25 of top 25 journals

The library's database subscriptions are adequate to support the program. Relevant databases include:

Category	Database
Health/Medical	ACP Journal Club via Ovid
	CINAHL Plus with Full Text
	Cochrane Database of Systematic Reviews via Ovid
	Health Source: Nursing/Academic Edition
	Medline via PubMed, ProQuest, and EBSCOhost

	ScienceDirect
	Springer Link
	Web of Science
Management	ABI/INFORM Complete
	Business Source Complete
	LexisNexis Academic
	Public Administration Abstracts
General/Other	Academic Search Complete
	PsycINFO (psychology)
	ERIC (education)
	Communication and Mass Media Complete (communication)

The library also provides interlibrary loan service to all students and faculty. If a student is unable to find a particular journal article or book within the library's own collection, he/she may request to have the item delivered from another library, either electronically or by mail. Articles take 24-48 hours to arrive, books take 5-7 business days. There is no charge for this service.

- B. State how the library will be improved to meet new program requirements for the next four years. The explanation should discuss the need for books, periodicals, reference material, primary source material, etc. What additional library support must be added to areas supporting the proposed program?

The library is conducting an extensive collection analysis in summer 2016 to uncover gaps and redundancies in content and resources. The Health and Human Services collection will be the first one analyzed. These findings will be used to help determine collection development priorities going forward. In addition to this internal analysis, the Health and Human Services Librarian will seek subject expertise and input from CHHS Faculty to gauge the collection's ability to meet the current and developing needs of the College of Health and Human Services (CHHS). New majors such as Health Systems Management and emerging areas of research will be taken into consideration when analyzing the collection. The library's holdings will also be compared to peer and aspirational institutions.

The Health and Human Services Librarian will work with Health Systems Management faculty to create a list of core and supplementary titles for the program. This list will be revised as new courses are added or new texts are published. Books will be purchased in electronic (e-book) format whenever possible. Acquisition of new materials will initially focus on monographs. The library's current journal and database subscriptions are sufficient to serve the Health Systems Management program. Interlibrary loan may be used to fill occasional gaps, however, if a consistent gap is uncovered then new subscriptions will be considered.

Atkins Library has a Health and Human Services Librarian who works closely with the existing College of Health and Human Services programs. She will continue this work with the Health Systems Management program. Atkins also has subject librarians in other disciplines such as Business, Computer Science, and Communications who may lend expertise when needed.

C. Discuss the use of other institutional libraries.

J. Murrey Atkins Library is the primary library at University of North Carolina at Charlotte and will be the main library for the program. UNC Charlotte students who visit other UNC-system libraries may check out items through UNC's Cooperative Direct Borrowing Agreement (<https://www.northcarolina.edu/overview-university-library-advisory-council-ulac/cooperative-library-agreement>). In addition, students may visit these libraries and use their databases in-house.

The library is a member of the Interuniversity Consortium for Political and Social Research (ICPSR) (<http://icpsr.umich.edu/>), and the Federal Depository Library Program. Data may be obtained from other sources, dependent on the availability of funds and the use to the general UNC Charlotte community. Codebooks and resources are included with the databases. Some examples of the databases include: National Health Interview Survey, General Social Survey, Substance Abuse and Mental Health Data Archive, Health and Medical Care Archive, and the Panel Study of Income Dynamics to name a few.

V. Facilities and Equipment

A. Describe facilities available for the proposed program.

The Department of Public Health Sciences is housed in the 138,000 square-foot College of Health and Human Services (CHHS) building containing 39 classrooms. Most of our courses are taught in the CHHS building, with priority assignment of classrooms given to CHHS programs. All classrooms are equipped with the campus SMART room standard. This standard includes an LCD projector, DVD/VCR unit, instructor computer, document camera, and SMART Technologies Symposium. The building also has 10 conference rooms, 4 skills laboratories, 3 student computing laboratories, and a reception hall. The CHHS building also contains open student meeting space, student amenities, and faculty offices. The campus provides both a guest and a secure wireless network throughout all buildings.

In the CHHS building, the Department of Public Health Sciences occupies about 20,000 square-feet on the fourth floor and about 10,000 square-feet on the third floor of office, research, and conference room space. Each full-time member of the faculty is provided a private office. Part-time faculty members are assigned office space that is shared with other part-time members of the faculty (schedules are organized so that each part-time faculty member has that space as a private office during the time she/he is present.) These standard faculty offices allow for private advising and counseling of students. Administrative staff also have assigned office and reception space in the fourth floor departmental suite. Seven work-stations earmarked for graduate and undergraduate student activities are distributed among three additional offices.

- B. Describe the effect of this new program on existing facilities and indicate whether they will be adequate, both at the commencement of the program and during the next decade.

Over the course of the first three years, the BS in HSM will provide office space for faculty as they are recruited. The university has classroom space to accommodate the program. With the approval of a new science building, projected completion in 2021, more existing classrooms will be available for the BS in HSM courses. As described above and below, the CHHS building has 3 computer labs, which are open to enrolled students, and has spaces available for students to congregate to study or meet.

- C. Describe information technology and services available for the proposed program.

The University provides each faculty and staff computer with an operating system, virus and spyware detection and removal software, the Microsoft Office Professional productivity package, internet applications and browser, geographic information systems analysis software, SPSS and SAS statistical analysis packages, and extensive electronic library resources. Site licenses have been purchased to cover all users. The university is in the process of transitioning from Moodle to Canvas as the preferred learning management system (LMS) maintained by the central Information Technology Services (ITS) unit. The Center for Teaching and Learning (CTL) offers a wide array of workshops, seminars, and tutorials, both in person and online to support the use of learning technologies and teaching pedagogies.

CHHS provides faculty and staff with access to specialized research software not provided by the University including EndNote bibliographic software, MPlus, Stata/SE and SUDAAN quantitative statistical analysis packages, NVivo and Atlas Ti qualitative analysis software, Stat/Transfer data conversion software, and the Prism scientific graphing package. The University maintains CISCO IP phone systems for conferencing capability. The University utilizes the Centra system to provide web conferencing resources to faculty for the purposes of research communication. Also available to faculty and staff is the CHHS technology workroom (CHHS 365), which is equipped with Apple and Windows workstations and allows faculty to scan documents and

images, manipulate these files, and print on a large format printer. Resources also are available here for CD/DVD duplication.

CHHS maintains a dedicated student computer laboratory in CHHS 370. This facility houses 51 computer workstations. Additionally, each workstation has an array of discipline-specific software assigned to and utilized by students and faculty across the College. Three additional computer classrooms are prioritized for classroom and instructional use and are outfitted identically with CHHS 370. A bank of six workstations is maintained in CHHS 380 to allow the proctoring of computer based tests for individual students. These computers are configured in the same way as in the student computer laboratory. Four public access computers are available outside of laboratory hours or for visitors in two of the public convening areas in the building. In addition, the entire campus (all buildings/classrooms/offices) is wired for both guest and secure wireless connectivity.

CHHS maintains two audio/visual recording/editing rooms in CHHS 374a and 374b. These sound proof recording rooms are equipped with high-end, ultra-fast Apple and Windows computers. Each has audio/video capture, recording, editing, and distribution software. Instructional uses for these rooms may include providing student presentations on DVD for instructor and peer review.

- D. Describe the effect of this new program on existing information technology and services and indicate whether they will be adequate, both at the commencement of the program and during the next decade.

While the BS in HSM program will not exist as an online program, many faculty utilize a learning management system (LMS) to organize their courses. As stated above, CTL offers a full range of workshops to assist faculty in learning the new LMS (Canvas) that will be implemented during the summer of 2016. Canvas is a robust LMS platform and will support the initiation and expansion of the program. No additional technologies and/or laboratory services are anticipated for the implementation and maintenance of the BS in HSM program.

VI. Administration

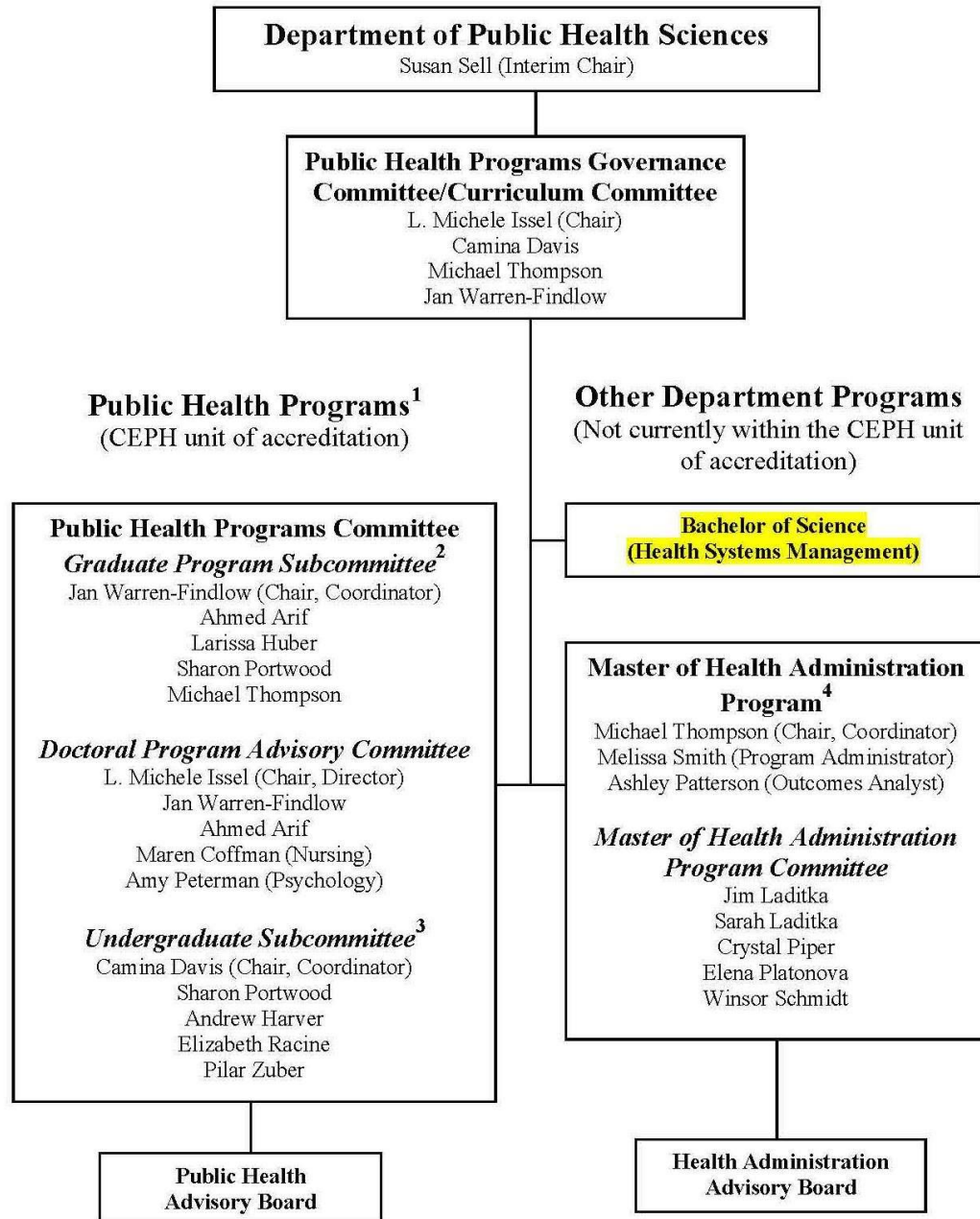
- A. Describe how the proposed program will be administered, giving the responsibilities of each department, division, school, or college. Explain any inter-departmental or inter-unit administrative plans. Include an organizational chart showing the "location" of the proposed new program.

The proposed program will be housed administratively in the Department of Public Health Sciences (PHS), in the College of Health and Human Services (CHHS). The Department and College favor the development and implementation of interdisciplinary academic and research programs. The composition of the faculty in the Department of Public Health Sciences and the faculty contributions that will come from other units reflect the commitment and involvement of our Public Health and related Programs to interdisciplinarity.

All BS in HSM program faculty, along with other PHS faculty, report directly to the Chair of the Department of Public Health Sciences, who will provide administrative and financial support for the faculty. The Chair of the PHS Department will evaluate the program faculty in accordance with the college rules and guidelines.

The Public Health Programs Governance Committee (PHPGC) has oversight responsibility for the public health programs and also functions as the Department's curriculum committee. The PHPGC committee is composed of the coordinators of the Department's degree programs and the degree program committees' student members. Each degree program coordinator is supported by a program committee that includes a student member and the core faculty who teach, advise, and mentor students in the program. These committees routinely evaluate the degree program's missions, values, goals, and objectives, including ongoing monitoring and review of changes in the knowledge base in the field, ensuring commensurate changes to curriculum content, educational strategies, and assessment strategies. The following organizational chart illustrates the "location" of the proposed new program.

Administrative organization within the Department of Public Health Sciences including the proposed Bachelor of Science in Health Systems Management.



1. The unit of accreditation for degree programs currently accredited by the Council on Education for Public Health (CEPH).
2. Includes oversight of master's degree and graduate certificate programs.
3. Includes oversight of pre-public health major and the public health minor.
4. Accredited by the Commission on Accreditation of Healthcare Management Education (CAHME) and a full graduate member of the Association of University Programs in Health Administration (AUPHA).

- B. For joint programs only, include documentation that, at minimum, the fundamental elements of the following institutional processes have been agreed to by the partners:
1. Admission process
 2. Registration and enrollment process for students
 3. Committee process for graduate students
 4. Plan for charging and distributing tuition and fees
 5. Management of transcripts and permanent records
 6. Participation in graduation
 7. Design of diploma

NA

VII. Accreditation and Licensure

- A. Where appropriate, describe how all licensure or professional accreditation standards will be met, including required practica, internships, and supervised clinical experiences.

The Association of University Programs in Health Administration (AUPHA) certifies undergraduate health management and policy education programs. Although the College and University may be interested in exploring certification once the program is established, our immediate goal is to implement the new BS HSM degree in order to meet the needs of the students as well as employers. The proposed major requires significantly fewer credits than AUPHA certified programs (30 versus 52-60 credits) and the BS HSM will also require fewer faculty FTEs to serve increased numbers of students seeking a health-related degree. The curriculum will give students the flexibility to either take additional courses in health or health related areas or to expand the breadth of their studies in other fields.

The decision to not immediately pursue AUPHA certification will not impact the future career opportunities for our graduates; employment opportunities are not limited to graduates of AUPHA certified programs nor is admission into graduate level programs. A key element to fostering student success is the maintenance of professional relationships with local stakeholders who serve on advisory boards and as student preceptors. As of 2014, AUPHA had certified between 46-50 programs out of an estimated 307; this would imply that students are able to secure relevant employment, regardless of program certification.

Our proposed curriculum has been fully informed by important and highly relevant healthcare management training standards articulated by the American College of Healthcare Executives¹ and the Healthcare Leadership Alliance Model².

¹ ACHE Healthcare Executive Competencies Assessment Tool , Copyright © 2014 by the Healthcare Leadership Alliance and the American College of Healthcare Executives

- B. Indicate the names of all accrediting agencies normally concerned with programs similar to the one proposed. Describe plans to request professional accreditation.

The Association of University Programs in Health Administration (AUPHA) is a global network of colleges, universities, faculty, individuals and organizations dedicated to fostering excellence and driving innovation in health management and policy education. Bachelor degree programs that are certified by the Association of University Programs in Health Administration may be Full Certified Undergraduate Members of AUPHA. Any academic unit providing a degree at the bachelor's level in healthcare management in a regionally accredited university, however, may qualify for Associate Undergraduate Program Membership. UNC Charlotte will continue to assess the benefits, if any, of AUPHA Program Membership.

- C. If the new degree program meets the SACSCOC definition for a substantive change, what campus actions need to be completed by what date in order to ensure that the substantive change is reported to SACSCOC on time?

As required by the Policy Statement on Substantive Change for Accredited Institutions of the Commission on Colleges, this new program is a substantive change and the University of North Carolina at Charlotte (UNC Charlotte) is required to submit a prospectus six months prior to the start date of fall 2017. A prospectus will be submitted to SACSCOC no later than February 2017 to meet this requirement.

- D. If recipients of the proposed degree will require licensure to practice, explain how program curricula and title are aligned with requirements to "sit" for the licensure exam.

NA

- VIII. Supporting Fields. Discuss the number and quality of lower-level and cognate programs for supporting the proposed degree program. Are other subject-matter fields at the proposing institution necessary or valuable in support of the proposed program? Is there needed improvement or expansion of these fields? To what extent will such improvement or expansion be necessary for the proposed program?

Within UNC Charlotte, there are several programs that could contribute to an undergraduate degree in Health Systems Management, but do not offer most of the combination of courses within the five domains consisting of communication, professionalism, business skills and knowledge, knowledge of healthcare environment and leadership. For example, the business programs offered within the Belk

² Stefl, ME. Common competencies for all healthcare managers: the Healthcare Leadership Alliance model. J Healthc Manag. 2008 Nov-Dec;53(6):360- 73

College of Business are Accounting, Economics, Finance, Risk Management and Insurance, International Business, Management with concentrations in Organizational Management and Talent Management, Management Information Systems, Marketing, and Operations and Supply Chain Management; however, none of these majors offer courses within healthcare finance, healthcare management, health systems management, or health insurance. Similarly, Communication Studies within the College of Liberal Arts & Sciences offers a Health Communication concentration, which includes courses such as Health Communication, Organizational Communication, and Interpersonal Communication, which arguably overlap in the communication content within the Health Systems Management degree; however the Health Communication concentration lacks information about the healthcare system, leadership, professionalism and business skills. Furthermore, the programs in both business and communication studies are in high demand and are unprepared to meet the needs of the large group of students we expect to serve with the HSM program.

IX. Additional Information. Include any additional information deemed pertinent to the review of this new degree program proposal.

The Department of Public Health Sciences is one of five campus units participating in the university's e-portfolio pilot project during the past two years. This is an effort designed in part to develop a conceptual framework for an e-portfolio that students would submit as part of their graduation requirements in order to demonstrate critical thinking and written communication competencies. We have incorporated e-portfolios successfully into the Bachelor of Science in Public Health degree program, and all students generate an e-portfolio as part of the senior capstone course. Increasingly, we are introducing this novel pedagogy earlier and earlier into the major and intend to expand this model to the proposed BS in HSM.

At a national level, e-portfolios - digital repositories of student work - have been transforming students' educational experiences for two decades. The Association of American Colleges & Universities (AAC&U) has long advocated e-portfolio adoption throughout higher education. As AAC&U's LEAP initiative has gained prominence, the necessity for all students to have the opportunity to engage with high quality learning in all of the Essential Learning Outcomes has become clear. Convinced that undergraduate experiences have become too fragmented to prepare them for the complexities of today's world, educators across the country are designing new opportunities to help students put the pieces together. These innovations – including e-portfolios - aim to help students connect their learning across fields, and also to integrate classroom work with experiences in larger campus and community contexts--and to do so in ways that strengthen learning throughout the college years and beyond.

E-portfolio pedagogy engages students in a recursive inquiry into their learning, their evolving identities as learners, and related professional development. Reflection is pivotal to meaningful student e-portfolios. Reflection also helps to move outcomes assessment beyond accountability as individuals and programs reflect on assessment findings and their implications for curricular and pedagogical change.

Students use e-portfolios to bring together work from multiple contexts, to consider the relation between their classrooms and their lives outside of class, and to construct new identities as learners. E-portfolios can be used to showcase polished student work, to assess student achievement (for example, through the AAC&U Integrative Learning VALUE rubric), and increasingly, to evidence employability skills and graduate school attributes.

Accordingly, we envision introducing e-portfolios to Health Systems Management majors early in the program (HAHS 3201-Healthcare Leadership, Ethics, and Inter-Professional Communication), and sustaining those “digital ecosystems” through the capstone course (HAHS 4400-Health Systems Management Capstone).

A second planned innovation to the proposed in BS in HSM turns on the institution’s priority to increase the number of Honors programs on campus. We envision that in two to three years, as enrollment in the program becomes increasingly predictable and the curriculum has been fully implemented, we will put forth a campus-based proposal to create a robust Honors program within the Health Systems Management degree program. Most departmental Honors program require the completion of one or two additional Honors courses – either inside or outside the department - as well as an independent capstone activity, or an undergraduate thesis.

X. Budget

- A. Complete and insert the Excel budget template provided showing incremental continuing and one-time costs required each year of the first four years of the program. Supplement the template with a budget narrative for each year.

The overall budget provides for an additional four faculty over the course of the first four years. (one faculty member is currently under contract (Bowling) to begin in AY 16-17) Prior to the first year of implementation (AY 17-18), we will require a senior, tenure-track faculty to assume the Director position and an additional non-tenure track faculty to assist in course delivery. The program will require one half FTE administrative support associate in the first year. In the second year, the BS in HSM will need two additional faculty, one tenure-track and one non-tenure track, and an additional 20 hours to create one FTE administrative support associate. Within the faculty hired, one will also serve as the Service Learning Coordinator.

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

INSTITUTION	UNC Charlotte	DATE	June 28, 2016
Program (CIP, Name, Level)	B.S. Health Systems Management		
Degree(s) to be Granted		Program Year	Year 1 (2017-2018)
Differential tuition requested per student per academic yr			\$0
Projected annual FTE students			55
Projected annual differential tuition			\$0
Percent differential tuition for financial aid			
Differential tuition remainder			0

ADDITIONAL FUNDS REQUIRED - BY SOURCE

	Reallocation of Present Institutional Resources	Projected Differential Tuition	Enrollment Increase Funds \$494,260	Other New Allocations (Identify)	Total
EPA/SPA Regular Salaries					
(.50 Admin Assoc.)		\$ -	\$ 18,500.00	\$ -	\$ 18,500.00
EPA Academic Salaries					
1.0 FTE Assoc. Professor plus \$10K stipend			\$ 95,000.00		\$ 95,000.00
1.0 FTE TT Asst. Professor Service	\$ 75,000.00	\$ -		\$ -	\$ 75,000.00
1.0 FTE non-TT Lecturer plus \$5K stipend for Learning Coordinator			\$ 65,000.00		\$ 65,000.00
Social Security	\$ 5,738.00	\$ -	\$ 1,415.00	\$ -	\$ 7,153.00
State Retirement	\$ 9,638.00	\$ -	\$ 2,834.00	\$ -	\$ 12,472.00
Medical Insurance	\$ 5,471.00	\$ -	\$ 13,678.00	\$ -	\$ 19,149.00
Graduate Stipends					
(Identify number, amount)	\$ -	\$ -		\$ -	\$ -
Supplies and Materials					
office supplies	\$ -	\$ -	\$ 2,000.00	\$ -	\$ 2,000.00

	Computers			\$ 3,000.00		\$ 3,000.00
Current Services	(Identify)	\$	\$	\$	\$	-
		-	-	-	-	-
Travel		-	-	\$ 6,000.00	\$	-
Communications		\$	\$	\$	\$	-
		-	-	1,200.00		1,200.00
Printing and Binding		\$	\$	\$	\$	-
		-	-	1,000.00		1,000.00
Advertising (Recruitment)		-	-	\$	\$	-
				12,000.00		12,000.00
Fixed Charges	Copier lease	\$	\$	\$	\$	-
		-	-	3,000.00		3,000.00
Capital Outlay (Equipment)	(Identify)	\$	\$	\$	\$	-
		-	-	-		-
Libraries		\$	\$	\$	\$	-
		-	-	-		-
TOTAL ADDITIONAL COSTS		\$	\$	\$	\$	-
		95,847.00	-	224,627.00		320,474.00

Narrative:

In FY 16, the College of Health and Human Services received one tenure-track Assistant Professor who will be allocated to this program. A .50 Administrative Associate, a 1.0 Associate Professor, Director (T/T), and 1.0 Lecturer is requested in year one. The Director will also receive a \$10,000 administrative stipend, and the service learning coordinator (TBD, one of other faculty lines), a \$5,000 administrative stipend. Enrollment is based on 40 in-state FT tuition, 10 out -of-state FT tuition, and 10 -.50 FTE in-state tuition each semester (Fall and Spring).

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

INSTITUTION	UNC Charlotte	DATE	June 28, 2016
Program (CIP, Name, Level)	B.S. Health Systems Management		
Degree(s) to be Granted		Program Year	Year 2 (2018-2019)
Differential tuition requested per student per academic yr			\$0
Projected annual FTE students			170
Projected annual differential tuition			\$0
Percent differential tuition for financial aid			
Differential tuition remainder			0

ADDITIONAL FUNDS REQUIRED - BY SOURCE

	Reallocation of Present Institutional Resources	Projected Differential Tuition	Enrollment Increase Funds \$1,585,760	Other New Allocations (Identify)	Total
EPA/SPA Regular Salaries					
(1.0 Admin Assoc.)		\$ -	\$ 37,000.00	\$ -	\$ 37,000.00
EPA Academic Salaries					
1.0 FTE Assoc. Professor plus \$10K stipend			\$ 97,550.00		\$ 97,550.00
1.0 FTE TT Assistant Professor	\$ 77,250.00	\$ -		\$ -	\$ 77,250.00
1.0 FTE non-TT Lecturer plus \$5K stipend for Learning Coordinator			\$ 66,800.00		\$ 66,800.00
NEW: 1.0 FTE TT Asst.Professor			\$ 75,000.00		\$ 75,000.00
NEW: 1.0 FTE non-TT Lecturer			\$ 60,000.00		\$ 60,000.00
Social Security	\$ 5,910.00	\$ -	\$ 25,731.00	\$ -	\$ 31,641.00
State Retirement	\$ 9,927.00	\$ -	\$ 44,135.00	\$ -	\$ 54,062.00
Medical Insurance	\$ 5,580.00	\$ -	\$ 27,902.00	\$ -	\$ 33,482.00
Graduate Stipends					
(Identify number, amount)	\$ -	\$ -	\$ -	\$ -	\$ -

Supplies and Materials						
	office supplies	\$	\$	\$	\$	- \$
		-	-	3,000.00		3,000.00
	Computers			\$	\$	- \$
				3,000.00		3,000.00
Current Services						
	(Identify)	\$	\$	\$	\$	- \$
		-	-	-		-
Travel						
			\$	\$	\$	- \$
				12,500.00		12,500.00
Communications						
		\$	\$	\$	\$	- \$
		-	-	2,600.00		2,600.00
Printing and Binding						
		\$	\$	\$	\$	- \$
		-	-	1,200.00		1,200.00
Advertising (Recruitment)						
			\$	\$	\$	- \$
			-	12,000.00		12,000.00
Fixed Charges						
	copier lease	\$	\$	\$	\$	- \$
		-	-	3,000.00		3,000.00
Capital Outlay (Equipment)						
	(Identify)	\$	\$	\$	\$	- \$
		-	-	-		-
Libraries						
		\$	\$	\$	\$	- \$
		-	-	-		-
<hr/>						
TOTAL ADDITIONAL COSTS		\$	\$	\$	\$	- \$
		98,667.00	-	471,418.00		570,085.00
<hr/>						

Narrative:

Additional Year 2 faculty requests are for a 1.0 FTE tenure-track professor and 1.0 FTE lecturer; and increase the Administrative Associate to 1.0 FTE. FTE positions carried forward from year 1 include a 3% salary increase. Health Insurance and tuition/fees include a 2% increase each year after year 1. Enrollment is based on 125 In-state FT tuition, 25 out -of-state FT tuition, and 40 -.50 FTE in-state and 10 -.50 FTE out-of-state tuition each semester (Fall and Spring).

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

INSTITUTION	UNC Charlotte	DATE	June 28, 2016
Program (CIP, Name, Level)	B.S. Health Systems Management		
Degree(s) to be Granted		Program Year	Year 3 (2019-2020)
Differential tuition requested per student per academic yr			\$0
Projected annual FTE students			225
Projected annual differential tuition			\$0
Percent differential tuition for financial aid			
Differential tuition remainder			0

ADDITIONAL FUNDS REQUIRED - BY SOURCE

	Reallocation of Present Institutional Resources	Projected Differential Tuition	Enrollment Increase Funds	Other New Allocations (Identify)	Total
EPA/SPA Regular Salaries					
(1.0 Admin Assoc.)		\$ -	\$ 38,110.00	\$ -	\$ 38,110.00
EPA Academic Salaries					
1.0 FTE TT Assoc.Prof plus \$10K stipend		\$ -	\$ 100,177.00	\$ -	\$ 100,177.00
1.0 FTE TT Assistant Professor	\$ 79,568.00				\$ 79,568.00
1.0 FTE non-TT Lecturer plus \$5K stipend for Learning Coordinator			\$ 69,890.00		\$ 69,890.00
1.0 FTE TT Asst.Professor			\$ 77,250.00		\$ 77,250.00
1.0 FTE non-TT Lecturer			\$ 61,800.00		\$ 61,800.00
Social Security	\$ 6,087.00	\$ -	\$ 26,563.00	\$ -	\$ 32,650.00
State Retirement	\$ 10,224.00	\$ -	\$ 45,560.00	\$ -	\$ 55,784.00
Medical Insurance	\$ 5,692.00	\$ -	\$ 28,458.00	\$ -	\$ 34,150.00
Graduate Stipends					
TA - 2 @ \$15K each	\$ -	\$ -	\$ 30,000.00	\$ -	\$ 30,000.00

Supplies and Materials						
	office supplies	\$	\$	\$	\$	- \$
		-	-	3,000.00		3,000.00
	Computers				\$	\$
						-
Current Services						
	(Identify)	\$	\$	\$	\$	- \$
		-	-	-		-
Travel						
			\$	\$	\$	- \$
				12,500.00		12,500.00
Communications						
		\$	\$	\$	\$	- \$
		-	-	2,600.00		2,600.00
Printing and Binding						
		\$	\$	\$	\$	- \$
		-	-	1,500.00		1,500.00
Advertising						
			\$	\$	\$	- \$
			-	1,000.00		1,000.00
Fixed Charges						
	copier lease	\$	\$	\$	\$	- \$
		-	-	3,000.00		3,000.00
Capital Outlay (Equipment)						
	(Identify)	\$	\$	\$	\$	- \$
		-	-	-		-
Libraries						
		\$	\$	\$	\$	- \$
		-	-	-		-
<hr/>						
TOTAL ADDITIONAL COSTS		\$	\$	\$	\$	- \$
		101,571.00	-	501,408.00		602,979.00
<hr/>						

Narrative:

Salaries include a 3% increase from previous year; health insurance and tuition/fees a 2% increase each year. Enrollment is based on 150 In-state FT tuition, 50 out -of-state FT tuition, and 40 -.50 FTE in-state and 10 - .50 FTE out-of-state tuition each semester (Fall and Spring).

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

INSTITUTION	UNC Charlotte	DATE	June 28, 2016
Program (CIP, Name, Level)	B.S. Health Systems Management		
Degree(s) to be Granted		Program Year	Year 4 (2020-2021)
Differential tuition requested per student per academic yr			\$0
Projected annual FTE students			370
Projected annual differential tuition			\$0
Percent differential tuition for financial aid			
Differential tuition remainder			0

ADDITIONAL FUNDS REQUIRED - BY SOURCE

	Reallocation of Present Institutional Resources	Projected Differential Tuition	Enrollment Increase Funds	Other New Allocations (Identify)	Total
EPA/SPA Regular Salaries			\$3,630,680		
(1.0 Admin Assoc.)		\$ -	\$ 39,253.00	\$ -	\$ 39,253.00
EPA Academic Salaries					
1.0 FTE TT Assoc.Prof plus \$10K stipend		\$ -	\$ 102,881.00	\$ -	\$ 102,881.00
1.0 FTE TT Assistant Professor	\$ 81,955.00				\$ 81,955.00
1.0 FTE non-TT Lecturer plus \$5K stipend for Learning Coordinator			\$ 70,564.00		\$ 70,564.00
1.0 FTE TT Asst.Professor			\$ 79,568.00		\$ 79,568.00
1.0 FTE non-TT Lecturer			\$ 63,654.00		\$ 63,654.00
Social Security	\$ 6,270.00	\$ -	\$ 27,228.00	\$ -	\$ 33,498.00
State Retirement	\$ 10,531.00	\$ -	\$ 46,705.00	\$ -	\$ 57,236.00
Medical Insurance	\$ 5,806.00	\$ -	\$ 29,029.00	\$ -	\$ 34,835.00
Graduate Stipends					
TA - 2 @ \$15K each	\$ -	\$ -	\$ 30,000.00	\$ -	\$ 30,000.00

Supplies and Materials						
	office supplies	\$	\$	\$	\$	- \$
		-	-	3,000.00		3,000.00
	Computers				\$	\$
						-
Current Services						
	(Identify)	\$	\$	\$	\$	- \$
		-	-	-		-
Travel						
			\$	\$	\$	- \$
				13,500.00		13,500.00
Communications						
		\$	\$	\$	\$	- \$
		-	-	2,600.00		2,600.00
Printing and Binding						
		\$	\$	\$	\$	- \$
		-	-	1,800.00		1,800.00
Advertising						
			\$	\$	\$	- \$
			-	1,000.00		1,000.00
Fixed Charges						
	copier lease	\$	\$	\$	\$	- \$
		-	-	3,000.00		3,000.00
Capital Outlay (Equipment)						
	(Identify)	\$	\$	\$	\$	- \$
		-	-	-		-
Libraries						
		\$	\$	\$	\$	- \$
		-	-	-		-
<hr/>						
TOTAL ADDITIONAL COSTS		\$	\$	\$	\$	- \$
		104,562.00	-	513,782.00		618,344.00
<hr/>						

Narrative:

Salaries include a 3% increase from previous year; health insurance and tuition/fees a 2% increase each year. Enrollment is based on 275 In-state FT tuition, 70 out -of-state FT tuition, and 40 -.50 FTE in-state and 10 - .50 FTE out-of-state tuition each semester (Fall and Spring).

B. Based on the campus' estimate of available existing resources or expected non-state financial resources that will support the proposed program (e.g., federal support, private sources, tuition revenue, etc.), will the campus:

1. Seek enrollment increase funds or other additional state appropriations (both one-time and recurring) to implement and sustain the proposed program? If so, please elaborate.

The program will require enrollment increase funds to support staff and faculty salaries as described in the detail of the budget.

2. Require differential tuition supplements or program-specific fees? If so, please elaborate.
 - a. State the amount of tuition differential or program-specific fees that will be requested.
 - b. Describe specifically how the campus will spend the revenues generated.
 - c. Does the campus request the tuition differential or program-specific fees be approved by the Board of Governors prior to the next Tuition and Fee cycle?

N/A

C. If enrollment increase funding, differential tuition, or other state appropriations noted in the budget templates are not forthcoming, can the program still be implemented and sustained and, if so, how will that be accomplished? Letters of commitment from the Chancellor and/or Chief Academic Officer should be provided.

Because this is an undergraduate program designed to serve existing demand, offering this program will not specifically increase enrollment. However, as UNC Charlotte continues to grow we anticipate that demand for programs in the health sciences will also grow. In order to meet both current and future growth, enrollment increase funding will be dedicated to this program. Without enrollment growth funds, it will be necessary to repurpose funds from slower growing programs to serve these students.

XI. Evaluations Plans

A. Criteria to be used to evaluate the quality and effectiveness of the program, including academic program student learning outcomes.

The program will be evaluated on several dimensions including program functioning (successful integration of faculty into the Department of Public Health Sciences; teaching quality and scholarship productivity), Viability (student retention and graduation rates; progression to

degree), student success (post-graduation employment and graduate school admissions), and student learning outcomes.

Program functioning and viability will be reflected in the quality of the program faculty and students and in the effectiveness of the program. Student Learning Outcomes (SLOs) for the BS in HSM program are included in Appendix B with measurements for success. Student success and outcomes will be based on procedures to assess and document that students have mastered the expected material and skills, demonstrated sufficient knowledge, have achieved a sufficient level of competence in the field, and post-graduation, are successful in their careers. The Department of Public Health Sciences brings considerable experience to these matters. For example, the UNC Charlotte Public Health Programs (BSPH, MSPH and PhD) were officially awarded a full seven year re-accreditation until 12/31/2021 by the Council on Education for Public Health (CEPH).

B. Measures (metrics) to be used to evaluate the program (include enrollments, number of graduates, and student success).

At the degree program level, the evaluation and planning functions are divided among those established by the University and College, those established by the Department, and those established by the program coordinators. The University and College employ a number of mechanisms to routinely collect and assess student satisfaction and performance, faculty performance, and progress on accomplishing strategic goals. This information is shared throughout the organization. At the program level, the program coordinators are responsible for establishing effective management, monitoring, and oversight to ensure the effective day-to-day operation of the degree programs. These goals are accomplished through reviews of student performance, course assessments, student practical experiences, information gleaned from monitoring of systems data, and information and feedback solicited from internal and external constituents.

Data will be assembled from internal sources including:

- Course evaluations by students
- Student advising satisfaction surveys
- Program evaluations by graduating students and alumni
- Student profile reports
- Course syllabi
- Faculty annual review and planning reports
- College annual planning and evaluation report
- Annual enrollment
- Retention in the major
- Graduation within the major, both four year and six year graduation rates
- Student Learning Outcomes (SLOs)

Data will be assembled from external sources including:

- Student profile reports and college census
- Alumni surveys
- College surveys
- Employer surveys
- Surveys of practitioners and academic literature

Course Evaluations: (quantitative and qualitative) are reviewed each semester and annually by the individual faculty and the Department Chair. The Department Chair brings to the program coordinators' attention any pertinent insights gleaned from reviews of the full array course/faculty comments and assessments. Faculty also may volunteer such information directly to the program coordinators

Program Evaluations: At their completion of the program, students will be encouraged to evaluate the program via an exit survey. A similar exit survey was implemented for the BS in Public Health with its first cohort of graduates in May 2009 and has been valuable in the development of modifications to the program such as the sequencing of course offerings. Survey items emphasize overall satisfaction with faculty and course offerings; frequency and quality of academic and career advising; career readiness; and the value and relevance of co-curricular activities such as service learning and internship opportunities.

College Surveys. Data collected and analyzed on a routine basis as part of the College's evaluation plan include: (1) Advising Surveys, both undergraduate and graduate students, and (2) CHHS Three-Year Post Graduation Survey (alumni).

Student Profile Reports. The student profile report is assembled each semester and annually by the University's Office of Institutional Research (OIR). The reports summarize the distribution of students enrolled in programs with respect to age, sex, and ethnic background.

Advising Surveys. The advising survey assesses satisfaction and other facets of the advising experience among current undergraduate and graduate students. This information is shared with faculty and administrators.

Alumni Survey. The alumni survey is administered at three years post-graduation. They gather information from alumni concerning their perception and evaluation of the program, evaluation of the effectiveness of the program in preparing graduates for the workplace, career development following graduation, evaluation of curricular components required of future administrators, and evaluation of instructional modalities adopted by programs.

Employer Survey. The employer survey assesses employer satisfaction with program graduates as employees. Domains assessed by the survey include technical competence, interpersonal skills, organizational and leadership skills, capacity to continue to learn, and the degree to which

these skills matched the employer's needs. Information is also elicited about emerging trends and anticipated needs. This information is shared with program coordinators to guide curricular revisions. The survey is administered every five years.

- C. The plan and schedule to evaluate the proposed new degree program prior to the completion of its fourth year of operation.

The program will assess SLO outcomes annually and prepare annual metrics (i.e., retention, graduation rates, and time to degree) to meet the university requirements. The SLO review will be done at the conclusion of the spring semester and will entail faculty meeting and reviewing the objective and subjective outcome measures for each SLO and then determining a course of action for any corrective measure.

- XII. Attachments. Attach the final approved Request to Plan as the first attachment following this document.

This proposal to establish a new degree program has been reviewed and approved by the appropriate campus committees and authorities.

Chancellor: _____ Date: _____

Chancellor (Joint Partner Campus): _____ Date: _____

Appendix A - SLO Rubrics

INQUIRY AND ANALYSIS VALUE RUBRIC

for more information, please contact value@aacu.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Inquiry is the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.
– The National Forum on Information Literacy

Framing Language

This rubric is designed for use in a wide variety of disciplines. Since the terminology and process of inquiry are discipline-specific, an effort has been made to use broad language which reflects multiple approaches and assignments while addressing the fundamental elements of sound inquiry and analysis (including topic selection, existing knowledge, design, analysis, etc.) The rubric language assumes that the inquiry and analysis process carried out by the student is appropriate for the discipline required. For example, if analysis using statistical methods is appropriate for the discipline then a student would be expected to use an appropriate statistical methodology for that analysis. If a student does not use a discipline-appropriate process for any criterion, that work should receive a performance rating of "1" or "0" for that criterion.

In addition, this rubric addresses the **products** of analysis and inquiry, not the **processes** themselves. The complexity of inquiry and analysis tasks is determined in part by how much information or guidance is provided to a student and how much the student constructs. The more the student constructs, the more complex the inquiry process. For this reason, while the rubric can be used if the assignments or purposes for work are unknown, it will work most effectively when those are known. Finally, faculty are encouraged to adapt the essence and language of each rubric criterion to the disciplinary or interdisciplinary context to which it is applied.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Conclusions:** A synthesis of key findings drawn from research/evidence.
- **Limitations:** Critique of the process or evidence.
- **Implications:** How inquiry results apply to a larger context or the real world.

Appendix A - SLO Rubrics

INQUIRY AND ANALYSIS VALUE RUBRIC



Definition: Inquiry is the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.
 – The National Forum on Information Literacy

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Topic selection	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic.	Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic.	Identifies a topic that is far too general and wide-ranging as to be manageable and doable.
Existing Knowledge, Research, and/or Views	Synthesizes in-depth information from relevant sources representing various points of view/approaches.	Presents in-depth information from relevant sources representing various points of view/approaches.	Presents information from relevant sources representing limited points of view/approaches.	Presents information from irrelevant sources representing limited points of view/approaches.
Design Process	All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant subdisciplines.	Critical elements of the methodology or theoretical framework are appropriately developed, however, more subtle elements are ignored or unaccounted for.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.	Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.
Analysis	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but it is not organized and/or is unrelated to focus.
Conclusions	States a conclusion that is a logical extrapolation from the inquiry findings.	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.	States an ambiguous, illogical, or unsupported conclusion from inquiry findings.
Limitations and Implications	Insightfully discusses in detail relevant and supported limitations and implications.	Discusses relevant and supported limitations and implications.	Presents relevant and supported limitations and implications.	Presents limitations and implications, but they are possibly irrelevant and unsupported.

Appendix A - SLO Rubrics

TEAMWORK VALUE RUBRIC



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

Framing Language

Students participate on many different teams, in many different settings. For example, a given student may work on separate teams to complete a lab assignment, give an oral presentation, or complete a community service project. Furthermore, the people the student works with are likely to be different in each of these different teams. As a result, it is assumed that a work sample or collection of work that demonstrates a student's teamwork skills could include a diverse range of inputs. This rubric is designed to function across all of these different settings.

Two characteristics define the ways in which this rubric is to be used. First, the rubric is meant to assess the teamwork of an individual student, not the team as a whole. Therefore, it is possible for a student to receive high ratings, even if the team as a whole is rather flawed. Similarly, a student could receive low ratings, even if the team as a whole works fairly well. Second, this rubric is designed to measure the quality of a **process**, rather than the quality of an **end product**. As a result, work samples or collections of work will need to include some evidence of the individual's interactions within the team. The final product of the team's work (e.g., a written lab report) is insufficient, as it does not provide insight into the functioning of the team.

It is recommended that work samples or collections of work for this outcome come from one (or more) of the following three sources: (1) students' own reflections about their contribution to a team's functioning; (2) evaluation or feedback from fellow team members about students' contribution to the team's functioning; or (3) the evaluation of an outside observer regarding students' contributions to a team's functioning. These three sources differ considerably in the resource demands they place on an institution. It is recommended that institutions using this rubric consider carefully the resources they are able to allocate to the assessment of teamwork and choose a means of compiling work samples or collections of work that best suits their priorities, needs, and abilities.

Appendix A - SLO Rubrics

TEAMWORK VALUE RUBRIC



Definition: Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

	Capstone 4	Milestones		Benchmark 1
		3	2	
Contributes to Team Meetings	Helps the team move forward by articulating the merits of alternative ideas or proposals.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance the work of the group.	Shares ideas but does not advance the work of the group.
Facilitates the Contributions of Team Members	Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.	Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.	Engages team members by taking turns and listening to others without interrupting.
Individual Contributions Outside of Team Meetings	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline.
Fosters Constructive Team Climate	Supports a constructive team climate by doing all of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. 	Supports a constructive team climate by doing any three of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. 	Supports a constructive team climate by doing any two of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. 	Supports a constructive team climate by doing any one of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.
Responds to Conflict	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Identifies and acknowledges conflict and stays engaged with it.	Redirecting focus toward common ground, toward task at hand (away from conflict).	Passively accepts alternate viewpoints/ideas/opinions.

Appendix A - SLO Rubrics

INTEGRATIVE LEARNING VALUE RUBRIC



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Framing Language

Fostering students' abilities to integrate learning—across courses, over time, and between campus and community life—is one of the most important goals and challenges for higher education. Initially, students connect previous learning to new classroom learning. Later, significant knowledge within individual disciplines serves as the foundation, but integrative learning goes beyond academic boundaries. Indeed, integrative experiences often occur as learners address real-world problems, unscripted and sufficiently broad, to require multiple areas of knowledge and multiple modes of inquiry, offering multiple solutions and benefiting from multiple perspectives. Integrative learning also involves internal changes in the learner. These internal changes, which indicate growth as a confident, lifelong learner, include the ability to adapt one's intellectual skills, to contribute in a wide variety of situations, and to understand and develop individual purpose, values and ethics. Developing students' capacities for integrative learning is central to personal success, social responsibility, and civic engagement in today's global society. Students face a rapidly changing and increasingly connected world where integrative learning becomes not just a benefit...but a necessity.

Because integrative learning is about making connections, this learning may not be as evident in traditional academic artifacts such as research papers and academic projects unless the student, for example, is prompted to draw implications for practice. These connections often surface, however, in reflective work, self assessment, or creative endeavors of all kinds. Integrative assignments foster learning between courses or by connecting courses to experientially-based work. Work samples or collections of work that include such artifacts give evidence of integrative learning. Faculty are encouraged to look for evidence that the student connects the learning gained in classroom study to learning gained in real life situations that are related to other learning experiences, extra-curricular activities, or work. Through integrative learning, students pull together their entire experience inside and outside of the formal classroom; thus, artificial barriers between formal study and informal or tacit learning become permeable. Integrative learning, whatever the context or source, builds upon connecting both theory and practice toward a deepened understanding.

Assignments to foster such connections and understanding could include, for example, composition papers that focus on topics from biology, economics, or history; mathematics assignments that apply mathematical tools to important issues and require written analysis to explain the implications and limitations of the mathematical treatment, or art history presentations that demonstrate aesthetic connections between selected paintings and novels. In this regard, some majors (e.g., interdisciplinary majors or problem-based field studies) seem to inherently evoke characteristics of integrative learning and result in work samples or collections of work that significantly demonstrate this outcome. However, fields of study that require accumulation of extensive and high-consensus content knowledge (such as accounting, engineering, or chemistry) also involve the kinds of complex and integrative constructions (e.g., ethical dilemmas and social consciousness) that seem to be highlighted so extensively in self reflection in arts and humanities, but they may be embedded in individual performances and less evident. The key in the development of such work samples or collections of work will be in designing structures that include artifacts and reflective writing or feedback that support students' examination of their learning and give evidence that, as graduates, they will extend their integrative abilities into the challenges of personal, professional, and civic life.

Glossary (*The definitions that follow were developed to clarify terms and concepts used in this rubric only.*)

- Academic knowledge: Disciplinary learning; learning from academic study, texts, etc.
- Content: The information conveyed in the work samples or collections of work.
- Contexts: Actual or simulated situations in which a student demonstrates learning outcomes. New and challenging contexts encourage students to stretch beyond their current frames of reference.
- Co-curriculum: A parallel component of the academic curriculum that is in addition to formal classroom (student government, community service, residence hall activities, student organizations, etc.).
- Experience: Learning that takes place in a setting outside of the formal classroom, such as workplace, service learning site, internship site or another.
- Form: The external frameworks in which information and evidence are presented, ranging from choices for particular work sample or collection of works (such as a research paper, PowerPoint, video recording, etc.) to choices in make-up of the eportfolio.
- Performance: A dynamic and sustained act that brings together knowing and doing (creating a painting, solving an experimental design problem, developing a public relations strategy for a business, etc.); performance makes learning observable.
- Reflection: A meta-cognitive act of examining a performance in order to explore its significance and consequences.
- Self Assessment: Describing, interpreting, and judging a performance based on stated or implied expectations followed by planning for further learning.

Appendix A - SLO Rubrics

INTEGRATIVE LEARNING VALUE RUBRIC



Definition: Integrative learning is an understanding and a disposition that a student builds across the curriculum and cocurriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus. *Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Capstone 4	Milestones		Benchmark 1
		3	2	
Connections to Experience <i>Connects relevant experience and academic knowledge</i>	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.
Connections to Discipline <i>Sees (makes) connections across disciplines, perspectives</i>	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
Transfer <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i>	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.
Integrated Communication	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning , making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) to explicitly connect content and form , demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) in an appropriate form.
Reflection and Self-Assessment <i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)</i>	Envisions a future self (and possibly makes plans that build on past experiences that have occurred across multiple and diverse contexts).	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.

Appendix B – Student Learning Outcomes (SLOs)

BS in Health Systems Management: Student Learning Outcomes (SLOs)

SLO #1. Students will be able to demonstrate practical application of financial accounting information systems, tabulations, and reports of financial data from annual reports of corporations through a final project presentation.

Effectiveness Measure: The measurement of the Computer Applications For Healthcare Project (semester long project). Summarize and report financial data from annual reports of corporations through practical application of various computer technologies used in the healthcare setting.

Methodology: Each student will present a final project presentation. The student will be evaluated based on the American Association of Colleges & Universities Inquiry and Analysis VALUE rubric. All results will be collected, analyzed, and disseminated to the Department of Public Health Sciences at the end of each semester to decide if changes/improvements need to be made to the course.

Performance Outcome: 80% of the students assessed will achieve 85% or higher on the scoring rubric.

SLO #2. Students will be able to successfully work in teams to understand the importance of a shared vision to meet an organization's overall mission, through interdisciplinary approaches guided by culturally relevant perspectives.

Effectiveness Measure: The measurement of the Group Interdisciplinary Health Care Team Proposal (semester long project). Demonstrate and articulate comprehensive understanding of efficient and effective professional leadership in interdisciplinary teams through the final proposal presentation.

Methodology: At the end of each semester, each student will present in class a final proposal presentation. The student will be evaluated based on the American Association of Colleges & Universities Teamwork VALUE rubric. All results of student learning outcome will be collected, analyzed, and disseminated to the Department of Public Health Sciences at the end of each semester to decide if changes/improvements need to be made to the course.

Performance Outcome: 85% of the students assessed will achieve 90% or higher on the scoring rubric.

SLO #3. Students will demonstrate knowledge and skills to address the organizational needs of the health and human services sector through interdisciplinary approaches.

Effectiveness Measure: Development and presentation of capstone e-portfolio.

Methodology: The capstone e-portfolio will be introduced in both writing intensive courses and reinforced throughout the program. The final e-portfolio will be presented as part of the capstone course, and assessed with the American Association of Colleges & Universities Integrative Learning VALUE rubric.

Performance Outcome: 90% of the students assessed will achieve 90% or higher on the e-portfolio scoring rubric.