

PROPOSED PROGRAM SUMMARY

Institution: University of Louisville
Program Name: Health Professions Education
Degree Designation: MASTER OF SCIENCE (MS)
Degree Level: Master's

CIP Code: 13.1307

Credit Hours: 33

Institutional Board Approval Date: 4/22/2021

Implementation Date: 8/23/2021

Program Description

The focus of this 33-credit-hour graduate degree program is to prepare faculty and graduate students of medicine, dentistry, public health, and nursing for teaching in their respective fields. Potential candidates for the degree are faculty members, graduate students, and subspecialty fellows in training with the intent of entering academic medicine or dentistry. Expected time to complete the degrees is two to three years. Many classes are hybrid, meaning they are conducted in a classroom and online.

This program has three over-arching goals or objectives:

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

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

Through the process of earning the master's degree, students will develop an in-depth knowledge of the following cross-cutting threads that are crucial aspects of the 15-hour core courses:

- Learner Centeredness
- Communication
- Designing effective learning activities
- Developing effective learning outcomes (learning objectives)
- Assessment and evaluation
- Benefits of being a reflective educator
- Educational leadership

Connection to Other Programs

This program will build upon the existing 12-credit hour Graduate Certificate in Health Professions Education. The graduate certificate will continue as a hybrid program at the medical school and an online offering as the first four classes of the M.S. in Health

Professions Education.

The success of the Graduate Certificate in HPE can be built upon with the help of the faculty, staff, and methodologies from the award-winning M.A. in Higher Education Administration. The M.A. in Higher Education Administration program at the University of Louisville has been ranked #2 by the Best Online Master's Program in Higher Education. In addition, among the educational administration online offerings, the Higher Education Administration program at the University of Louisville was also ranked #2 in the nation and received a national distinction for being most responsive to graduate student transfers into its program.

Program Demand

The institution determined the need for this program in multiple ways. First, as a Health Sciences Center, more faculty were taking part in the Graduate Certificate for Health Professions Education with anecdotal evidence that faculty were interested in pursuing an advanced degree. The Graduate Certificate in Health Professions Education was recently redesigned with best practices from the Department of Educational Leadership, Evaluation, and Organizational Development (ELEOD) at the College of Education and Human Development at the University of Louisville. Since that redesign, enrollment has grown from eight and nine students in a class to 21 to 22 in a class.

Second, a faculty development survey was developed and sent to the entire faculty of the Health Sciences Center, with a 32% response rate. One-third of the respondents indicated they were at least interested in pursuing this type of degree. Last, more and more of the accrediting bodies in health professions require or expect that program directors receive specific training in teaching and learning topics related to education in clinical or healthcare disciplines.

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

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

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

Based on this analysis, initial estimates of enrollment are:

- Year 1 - 6
- Year 2 - 8
- Year 3 - 10
- Year 4 - 12
- Year 5 - 14

Employment Demand

Health Specialties Instructors teach courses in health specialties, in fields such as dentistry, laboratory technology, medicine, pharmacy, public health, therapy, and veterinary medicine. Nursing instructors/teachers demonstrate and teach patient care in classroom and clinical units to nursing students. This field includes both teachers primarily engaged in teaching and those who do a combination of teaching and research. Colleges, universities, and professional medical schools are the industries with the highest concentration of employment.

	Regional	State	National
Type Of Job	Health Specialties Instructors		
Avg. Wage	\$94,708	\$72,829	\$97,320
# Jobs (Postings)	31140	2828	59100
Expected Growth	23%	23%	23%
Type Of Job	Nursing Instructors and Teachers		
Avg. Wage	\$73,183	\$73,254	\$74,600
# Jobs (Postings)	9820	1068	13800
Expected Growth	20%	22%	20%

Budget

While it is expected that a certain percentage of students will receive tuition waivers because of their employment at the University of Louisville, the measurable benefit to the state and university will be through generating tuition dollars by attracting new students to a new program. No new costs are anticipated in the first five years. This is considered a 'budget neutral' program because current faculty and staff can absorb the launch of the program, and no new faculty will be hired. Incoming tuition will cover incremental costs that may arise if enrollment exceeds projections.

Projected Revenue over Next Five Years: \$485,181
Projected Expenses over Next Five Years: \$386,000