



DEPARTMENT OF
HIGHER EDUCATION &
WORKFORCE DEVELOPMENT

New Program Report

Date Submitted:

06/13/2023

Institution

Central Methodist University

Site Information

Implementation Date:

8/1/2023 12:00:00 AM

Added Site(s):

Selected Site(s):

CIP Information

CIP Code:

513202

CIP Description:

A program that focuses on education and administration leadership skills for clinical educators across health professions and specialties. Includes instruction in academic leadership, assessment, clinical decision making, curriculum development, ethics, primary care education, program evaluation, research methods, and statistics. Examples: [Teaching Certificate for Pharmacists], [Medical Education Teaching]

CIP Program Title:

Health Professions Education

Institution Program Title:

Master of Health Professions Education

Degree Level/Type

Degree Level:

Master Degree

Degree Type:

Master of Health Professions Education

Options Added:

Collaborative Program:

N

Mode of Delivery

Current Mode of Delivery

Online

Student Preparation



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Special Admissions Procedure or Student Qualifications required:

1. Eligible for admission to Central Methodist University's Graduate School
2. Current Baccalaureate degree from an accredited college or university in a health professions field.
3. Cumulative GPA 3.0 on a 4.0 scale from the completed Baccalaureate program
4. Statistics course with a C grade or better
5. Submission of an Application for Admission
6. Resume and cover letter (one page each) detailing why you are pursuing a graduate degree and how you will use this degree.

Specific Population Characteristics to be served:

The Master of Health Professions Education Program's mission is to prepare healthcare professionals to practice in an undergraduate faculty role with a master's degree. The primary focus is to provide advanced education, skills and knowledge fostering ethical leadership and social responsibility in higher education.

Faculty Characteristics

Special Requirements for Assignment of Teaching for this Degree/Certificate:

Faculty teaching in this program will have a terminal degree as required by HLC for faculty teaching in graduate level program.

Estimate Percentage of Credit Hours that will be assigned to full time faculty:

85%. There are doctoral prepared faculty in Physical Therapy, Nursing and Athletic Training, including 3 faculty with a Doctorate in Health Professions Education. Several of these faculty have load availability.

Expectations for professional activities, special student contact, teaching/learning innovation:

CMU faculty should strive to make standards of the teaching profession an integral part of their professional and personal lives. Each full-time faculty member is expected to be engaged in professional growth, to be active in research/publication and/or creative activity as appropriate, and service to the College of Graduate and Extended Studies.

Student Enrollment Projections Year One-Five

Year 1	Full Time: 0	Part Time: 1	
Year 2	Full Time: 1	Part Time: 2	
Year 3	Full Time: 0	Part Time: 3	Number of Graduates: 1
Year 4	Full Time: 0	Part Time: 1	
Year 5	Full Time: 1	Part Time: 2	Number of Graduates: 4

Percentage Statement:

n/a

Program Accreditation

Institutional Plans for Accreditation:

No specialized accreditation is needed nor will be sought.

Program Structure

Total Credits:

34



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Residency Requirements:

25 of 34 hours must be earned in residence.

General Education Total Credits:

0

Major Requirements Total Credits:

34

Course(s) Added

COURSE NUMBER	CREDITS	COURSE TITLE
HPE5XXX	3	Foundations in HPE
HPE5XXX	3	Foundations in Ed Research
HPE5XXX	4	Instructional Techniques
HPE5XXX	4	Course Design
HPE5XXX	4	Course Assessment & Evaluation Methods
HPE517	3	Issues & Trends in Post-Secondary Education
HPE5XXX	3	Diversity & Inclusion in HPE
HPE6XX	4	HPE Project
HPE6XX	2	Project Seminar

Free Elective Credits:

0

Internship or other Capstone Experience:

HPE6XX HPE Project Seminar-The purpose of the project seminar is to provide students the opportunity to share their research and project development. This course will be in a hybrid web-enhanced format with live weekly meetings via Zoom. This course must be taken concurrently with HPE6XX HPE Project. HPE6XX HPE Project-The purpose of this course is to provide students the opportunity to develop an undergraduate course in their discipline. Students will develop all aspects of the course based on current research and current practice. Presentations will be conducted in HPE6XX Project Seminar; therefore, these courses must be taken concurrently.

Assurances

I certify that the program will not unnecessarily duplicate an existing program of another Missouri institution in accordance with 6 CSR 10-4.010, subsection (9)(C) Submission of Academic Information, Data and New Programs.

I certify that the program will build upon existing programs and faculty expertise.

I certify that the institution has conducted research on the feasibility of the proposal and it is likely the program will be successful. Institutions' decision to implement a program shall be based upon demand and/or need for the program in terms of meeting present and future needs of the locale, state, and nation based upon societal needs, and/or student needs.

Contact Information

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Dixon

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Phone: 660-264-0025



Curriculum Change Proposal

Updated Fall 2021

Step 1: The faculty member submits a completed proposal to the Division/Committee Chair for review at the next Divisional Meeting. The Division Chair must assure that the proposal is discussed and approved by divisional faculty. If more than one division is affected, all affected divisions must approve the proposal for submission. Once approved, the Division Chair emails the signed, dated proposal to the Chair of the Assessment Committee.

Step 2: The Assessment Committee will review the proposal to assure that appropriate data was identified indicating the need for the proposal. The Assessment Committee will also review the proposal to assure a plan for appropriate assessment of outcomes is included in the proposal. If the change involves classes offered in the General Education program, the proposal will be sent to the General Education Committee for review.

Step 3: The Academic Affairs Committee reviews the proposal and either 1) approves the proposal for submission to the full faculty for approval, 2) sends it back to the Division with recommendations for revision, or 3) denies approval of the proposal. If the proposal is approved, the Academic Affairs Committee assigns a proposal number, and provides the Provost's office with an official copy of the approved proposal.

Submission date: January 5, 2023

Proposal name: Master of Health Professions Education
From: (Must be from Chair) Dr. Stephanie Brink
Proposal Number: (assigned by Chair of Academic Affairs) _____
When will the change become active? (Catalog changes must be active in fall) _____

Proposal Type (check all appropriate categories)

New major or minor: Immediately following faculty approval of a new major, the department chair and faculty must consult with the Provost on the MDHE and HLC application. If this is not completed in a timely manner, the new major cannot be added to the catalog.

Changes to major/minor/program

- Deactivate major/minor/program
- Reactivate major/minor/program
- Change required courses
- Change optional courses
- Change major/minor/program required credit hours
- Change admission to the major/program
- Change assessment plan or learning outcomes
- Other: _____

Changes to courses

- New course (attach curricular map)
- Deactivate course
- Reactivate course
- Change course pre-requisites
- Change course description
- Change course contact hours/credit hours
- Change course prefix/number/title
- Other: _____

1. General description of the proposal:

This proposal is for the creation of a graduate degree Master of Health Professions Education (MHPE).

2. Is this proposal for a new major/minor/program? Yes No

If yes, address the following concerns.

- A. Describe how the proposed major/minor implementation or revision supports the mission, vision, and/or strategic plan of the University.

The university mission states that we empower students to become lifelong learners, which supports the growth in all graduate programs. In addition to lifelong learning, a graduate degree in health professions education allows students to demonstrate a commitment to academic excellence in their pursuit of an education focused degree. Coursework within the program also supports the university creed, which supports valuing freedom, honesty, civility, and diversity.

- B. Describe the employment outlook for graduates of this major at the state and national level. (Include information source)

According to the US Bureau of Labor Statistics, the profession of postsecondary teachers will see a 12% growth in jobs between 2021 and 2031. Health Education Specialists will also see a 12% growth in jobs between 2021 and 2031. Based on the current needs for health professionals working in hospitals and community settings, there is an obvious need for faculty to educate future health professionals.

- C. Describe the assessment plan including program outcomes and how they will be measured.

See the attached table.

- D. Are there costs to the proposed major/minor/program (teaching or department budget costs, costs to other majors/divisions/programs)? Yes No

If yes, describe those costs.

There will be costs for course development and for course instruction, approximately \$12,000 in development costs. Because this is an interdisciplinary degree program, it will be vital to include faculty from a number of different disciplines to teach in the program.

- E. Will this major/minor/program be offered in CGES? Yes No
F. Provide a curricular map as an attachment to this proposal that aligns University outcomes and programmatic outcomes with specific courses.

3. Is the proposal for a new or revised course or courses? Yes No

If yes, address the following concerns.

- A. What major(s)/minor(s)/program(s) will be affected by the proposed change?

- B. Are there costs to the proposed course(s) (teaching or department budget costs, costs to other majors/divisions/programs)? Yes No

If yes, describe those costs

- C. Provide the course outcomes and a list of the measures that will be used to assess the course outcomes.

- D. Will this course be offered in CGES Yes No

- E. Provide a curricular map as an attachment to this proposal that aligns University outcomes and programmatic outcomes with the new course(s).

4. What are the justifications for this change? (i.e. assessment data, other data or circumstances)

Currently, CMU offers an MSN in nursing education; however, there are several health professions programs that do not have a pathway to teaching in their respective disciplines. For example, ACOTE (the accreditor for OTA programs) requires that OTA baccalaureate programs hire faculty with an OTA credential. The Higher Learning Commission requires that all faculty have a graduate degree. Currently, students with a baccalaureate degree in OTA have limited options for continuing on for a graduate degree outside of MSOT programs. Once they earn that degree, they no longer meet the ACOTE standard. OTA graduates that would like to pursue teaching in a college or university need an option other than the MSOT. Additionally, CMU offers baccalaureate programs in Health Science, Healthcare Administration, Behavioral Health, and Applied Behavior Analysis which would easily transition into an Master of Health Professions Education.

5. Will the proposed change affect enrollment? (new students, improve retention?) Yes No

If yes, describe the changes.

This will offer a new graduate program for health professionals seeking to enter higher education as a faculty member.

6. Will the proposed changes affect teaching load (preparation loads, credit hour loads, and contact hour loads?) Yes No

If yes, describe those changes. (Explained in a previous section.)

7. Are additional full time or part time faculty or staff required to implement this proposal? Yes No

If yes, describe those changes. (Explained in a previous section.)

There will be a need for additional adjunct faculty for the program.

8. Are changes in the catalog needed? Yes No

If yes, describe the exact changes for the catalog. Include links to the catalog where changes need to be made. Include credit hour and what semester the course is

offered if applicable. Also consider if this change impacts the General Education Program or other majors.

New catalog language is attached to the proposal.

9. Does the change require actions from the registrar? Yes No

If yes, what needs to be done.

- Change grading system
- Change credit hour
- Change course rotation
- Change pre-requisites
- Change course description
- Change course title
- Assign new course code
- Other:

10. Does the change involve the General Education Program? Yes No

If yes, describe the change(s).

11. Will the proposed changes affect library acquisitions? Yes No

If yes, describe those changes.

12. Are physical plant and equipment changes needed? Yes No

If yes, describe those changes. Include projected costs.

13. If needed, please provide updated degree plan(s) as attachment(s) to this proposal that include the proposed changes.

Recommended and Approved by:

Division Chair(s):

Stephan B. K. House

Date: 1/5/2023

Chair of the Committee on General Education:

Date:

Chair of the Committee on Assessment:

Date:

Chair of the Committee on Academic Affairs:

Date:

Approved by faculty:

Date:

HPE5XX Course Assessment and Evaluation Methods

4 credit hours. The purpose of this course is to provide students the opportunity to explore multiple assessment/evaluation methods. Students will create and evaluate multiple methods for the assessment/evaluation of learning. Students will also align assessments with course objectives and goals to demonstrate learner achievement. Prerequisite: HPE5XX Foundations in Health Professions Education.

HPE5XX Course Design

4 credit hours. Course design is an integral component of curriculum development. Students will explore different course design methods based on course content and course delivery methods. Special emphasis will be placed on the use of multiple delivery methods to meet the needs of learners. HPE5XX Foundations in Health Professions Education.

HPE5XX Diversity and Inclusion in Health Professions Education

3 credit hours. This course is designed to provide students the opportunity to explore issues and trends in higher education related diversity and inclusion. Students will also examine how diversity and inclusion will inform curriculum design, instructional strategies, and evaluation methods. HPE5XX Foundations in Health Professions Education.

HPE5XX Foundations in Educational Research

3 credit hours. This course will provide students with the opportunity to explore research specific to education and not their professional discipline. Students will explore the similarities and differences between educational research methods and the methods utilized in their profession. Both qualitative and quantitative methods will be discussed. HPE5XX Foundations in Health Professions Education.

HPE5XX Foundations in Health Professions Education

3 credit hours. This course is designed to provide students the opportunity to explore issues and trends in health professions education. Students will focus on local, state, and national concerns related to all health professions and health professions education. Students will then develop a plan for improving health professions education while supporting the healthcare needs in their communities.

HPE5XX Instructional Techniques

4 credit hours. This course will provide students the opportunity to explore different technologies available in health professions education. Topics will include: interactive case studies, lab activities, simulation, virtual reality, and various computer applications. Students will create a portfolio of possible activities to utilize in the classroom/lab. HPE5XX Foundations in Health Professions Education.

HPE517 Issues and Trends in Higher Education

3 credit hours. This course encompasses a foundational understanding of the current and historical structures and governance of postsecondary education. Students will explore the external issues of accountability facing postsecondary education such as accreditation, state and federally legislated regulations, and the economic factors of affordability. Current and historically relevant issues related to faculty, academic freedom, research, funding,

students, and technology will also be explored. Cross listed with NU517 Issues and Trends in Higher Education. HPE5XX Foundations in Health Professions Education.

HPE6XX HPE Project Seminar

2 credit hours. The purpose of the project seminar is to provide students the opportunity to share their research and project development. This course will be in a hybrid web-enhanced format with live weekly meetings via Zoom. This course must be taken concurrently with HPE6XX HPE Project. Prerequisites: All program major coursework.

HPE6XX HPE Project

4 credit hours. The purpose of this course is to provide students the opportunity to develop an undergraduate course in their discipline. Students will develop all aspects of the course based on current research and current practice. Presentations will be conducted in HPE6XX Project Seminar; therefore, these courses must be taken concurrently. Prerequisites: All program major coursework.

The Mission of the Graduate Program at Central Methodist University is to create a learning environment that allows students to continue their professional development. This is achieved through emphasis on academic and professional excellence, ethical leadership, and social responsibility.

Mission of the MHPE Program

The Master of Health Professions Education Program in the College of Graduate and Extended Studies at Central Methodist University provides qualified students the knowledge necessary to pursue opportunities in health education. The Master of Health Professions Education Program's mission is to prepare healthcare professionals to practice in an undergraduate faculty role with a master's degree. The primary focus is to provide advanced education, skills and knowledge fostering ethical leadership and social responsibility in higher education.

Program Outcomes

At the end of this program the graduate will be able to:

1. Examine the relationship between the changing healthcare environment and health professions education.
2. Determine how trends and issues in higher education effect health professions education.
3. Utilize current research when developing instructional techniques and assessment/evaluation methods.
4. Develop a plan to support diversity and inclusion in health professions education.
5. Design a course that includes: appropriate goals/objectives, effective instructional techniques, and appropriate assessment/evaluation methods.

Admission Criteria

1. Eligible for admission to Central Methodist University's Graduate School
2. Current Baccalaureate degree from an accredited college or university in a health professions field.
 - a. Higher Learning Commission, Southern Association of Colleges and Schools, Middle States Commission on Higher Education, New England Commission of Higher Education, Northwest Commission on Colleges and Universities, WASC Senior College and University Commission, Commission on Collegiate Nursing Education, National Association of Schools of Music, Accreditation Council for Occupational Therapy Education, The Commission on Accreditation in Physical Therapy Education, The Council for Accreditation of Counseling & Related Educational Programs, Commission on Accreditation of Athletic Training Education, Accreditation Commission for Education in Nursing, and other accrediting bodies subject to approval by the Registrar.
3. Cumulative GPA 3.0 on a 4.0 scale from the completed Baccalaureate program
4. Statistics course with a C grade or better
5. Submission of an Application for Admission
6. Resume and cover letter (one page each) detailing why you are pursuing a graduate degree and how you will use this degree. Submit to cgcs@centralmethodist.edu.

Student submitted transcripts are not accepted. Please direct your transcript request directly to cges@centralmethodist.edu.

Conditional Admission

Students who do not meet the published admission criteria for the program may petition for conditional admission during the Admission Review Process. Petition letters must explain why the student does not meet the standard and provide a valid reason for consideration for acceptance. Additionally, students should express how they plan to be successful should their petition to be considered for admission be granted. The Health Professions Committee will then submit a recommendation to the Director of Graduate Studies once the petition has been reviewed.

Criteria Upon Acceptance

Students need to have a computer with access to the internet to be successful in this program. They must also have Microsoft Office Professional 2007 or newer version to enable them to submit papers to the faculty which are easily opened and by which faculty comments can be submitted as feedback to the students. **Documents must be saved in .rtf, .doc, or .docx format.**

Requirements for Continuation in Program

Progression

Students must earn a grade of "B" in all HPE courses. Should a student receive a grade of less than B for any one HPE course, s/he must repeat the course.

Should the student receive any second grade of less than B for any HPE course, the second grade of less than a B will result in the student's dismissal from the HPE program.

Any student not actively participating in the HPE program for more than three consecutive semesters is dropped from the program and must reapply for consideration for acceptance into the program.

Note: No current CMU student shall supervise another CMU student as part of any CMU course. This specifically includes all practicum, internships, and student-teaching experiences or related courses. Students should consult the appropriate advisor if they have any questions regarding their assignment for the aforementioned experiences.

Graduation Requirements

1. A 3.0 cumulative G.P.A. must be maintained and a grade of "B" or above must be earned in all graduate course work. Should a student receive a grade of less than a "B" the student must "stop out" and return to repeat that course before continuing.
2. The HPE Program must be completed within five years of the initial start date.

Assessment

Method of Assessment

Specific Program Outcomes are aligned with each course. Each course has primary objectives which illuminate the aligned Program Outcomes. Satisfactory achievement of the identified primary objective demonstrates accomplishment of the Program Outcome. Each primary objective has a specific course assignment for which successful completion of the assignment at or above the established threshold signifies student achievement of the objective.

Review

Student evaluations of instruction (SEIs) are reviewed at the end of each course and each academic year as part of the School of Health Professions yearly evaluation process. Graduate, alumni, and Employer surveys are issued annually in December. The surveys are designed to provide an opportunity for these groups of constituents to provide feedback to the programs regarding the achievement of program outcomes and new opportunities to provide service.

Feedback

Faculty provide primary feedback to students regarding assignments through the course management system, Canvas. Rubrics used to grade assignments with comments appended are attached to the course room. Feedback for assignments is NOT provided through email.

Faculty are required to respond to student assignments with feedback not more than 7 days following the due date for the assignment. Work turned in early does not require earlier feedback.

Faculty will be active participants in the discussion forum at least once per week.

Faculty should respond to questions and concerns communicated via Courseroom in no more than 24 hours.

Central Methodist University: Degree Plan

Master of Health Professions Education

ID # _____ Name _____ Date: _____

Name as to appear on Diploma _____ Signature of Student _____

Expected Date of Graduation: _____ Signature of Registrar _____

Core Courses

Courses in the Core must be from the approved list found in the Catalog.

	Completed		Total Hrs (3+)	G.P.A. (3.0)
	Semester	Hours		
HPE5XX	_____	_____	_____	_____
Foundations in HPE	_____	_____	_____	_____
HPE5XX	_____	_____	_____	_____
Foundations in Ed Research	_____	_____	_____	_____
HPE5XX	_____	_____	_____	_____
Course Assessment & Eval Methods	_____	_____	_____	_____
HPE5XX	_____	_____	_____	_____
Course Design	_____	_____	_____	_____
HPE5XX	_____	_____	_____	_____
Diversity & Inclusion in HPE	_____	_____	_____	_____
HPE5XX	_____	_____	_____	_____
Instructional Techniques	_____	_____	_____	_____
HPE517	_____	_____	_____	_____
Issues and Trends in Post-Secondary Education	_____	_____	_____	_____

Project Courses

	Completed	
	Semester	Hours
HPE6XX	_____	_____
HPE Project Seminar	_____	_____
HPE6XX	_____	_____
HPE Project	_____	_____

Summary

Total Hrs (3+)
G.P.A. (3.0)

Notes _____

