

Dallas Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond In Writing

Course Number: _____ **or Degree Plan(s):** Doctor of Education (Ed.D.) in Organizational Leadership with Healthcare Administration Concentration

		2020	2021	2022	2023
	Campus-Level Academic Review				
	Change to a Course Include signatures from all program directors/chairs for cross-listed courses. ¹				
1.	Title (description unchanged)	A	A	I	I
2.	Description (not affecting content)	A	A	I	I
3.	Course term(s)	A	A	I	I
4.	Content (change of course outcomes)	A	A	I	A
5.	Number of credit hours	A	A	A	A
6.	Course number within the hundred	A	A	I	I
7.	Course number beyond the hundred	A	A	A	A
8.	Prerequisites	A	A	A	I
9.	Course restriction (e.g., majors only, junior standing)	A	A	A	A
10.	Level change (U to G or G to U)	A	A	A	A
11.	Cross list course	A	A	A	A
12.	Program/department of record	A	A	A	A
13.	Open or close a course	A	A	A	A
	Change to a Degree Plan				
14.	Educational Program — Revise	A	A	A	A
15.	Educational Program — Adopt or change admission requirements	A	A	A	A
16.	GPA — Revise program or cumulative requirement	A	A	A	A
17.	Minor — Revise	A	A	A	A

	Full Review	Proposed	Reviewed	Approved	Discontinued	Revised
	Change to Catalog Information (for Campus)					
18.	General requirements for Bachelor's and Associate Degrees	-	-	A	A	I
19.	Policies governing academic probation and suspension	-	-	A	A	I
20.	Requirements for graduating with honors	-	-	A	A	I
	Change to a Degree Plan					
21.	Educational Program — Add or Discontinue ²	A	A	A	A	I
22.	Educational Program — Discontinue (proposed by Senior VPAA)	R	R	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	I
24.	Minor — Discontinue (proposed by Senior VPAA)	R	R	A	A	I
25.	Degree — Add or Discontinue (proposed by Program or College)	A	A	A	A	I
26.	Degree — Discontinue (proposed by Senior VPAA)	R	R	A	A	I

	Change to General Education Requirements for Undergraduates (System)	Proposed	Reviewed	Approved	Discontinued	Revised	Revised
27.	Change course outcomes of an included course	A	A	A	A	-	I
28.	Add or drop a required course from the General Education Requirements	A	A	-	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	A	-	A	-	I
30.	Comprehensive revision of General Education Requirements	-	-	-	A	A	I

Notes

¹ Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

² For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible. Master's programs must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

³ When a program faculty or dean proposes closing a program, approval routing follows the typical process beginning with the program. A proposal by campus academic administration or senior vice president for academic affairs would follow the "proposed by the Senior VPAA" routing on the chart.

Updated 8/1/2023

Program Director/Department Chair


Karen Maxwell (May 21, 2024 09:43 CDT)

May 21, 2024

Program Director Signature

Date

Program Director/Department Chair Signature

Date

Dean(s)



May 21, 2024

Signature

Date

Signature

Date

Campus Academic Council

Chair's Signature

Date

University General Education Council

Chair's signature

Date

University Faculty

Dallas Faculty Council Chair's signature

Date

Abilene Faculty Senate Chair's signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

Date

Dallas Approval Chart for Curriculum Changes

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Course Number: _____ **or Degree Plan(s):** Addition to Education Specialist in Organizational Leadership the Healthcare Administration Concentration

		U	P	I	O
	Campus-Level Academic Review				
	Change to a Course Include signatures from all program directors/chairs for cross-listed courses. ¹				
1.	Title (description unchanged)	A	A	I	I
2.	Description (not affecting content)	A	A	I	I
3.	Course term(s)	A	A	I	I
4.	Content (change of course outcomes)	A	A	I	A
5.	Number of credit hours	A	A	A	A
6.	Course number within the hundred	A	A	I	I
7.	Course number beyond the hundred	A	A	A	A
8.	Prerequisites	A	A	A	I
9.	Course restriction (e.g., majors only, junior standing)	A	A	A	A
10.	Level change (U to G or G to U)	A	A	A	A
11.	Cross list course	A	A	A	A
12.	Program/department of record	A	A	A	A
13.	Open or close a course	A	A	A	A
	Change to a Degree Plan				
14.	Educational Program — Revise	A	A	A	A
15.	Educational Program — Adopt or change admission requirements	A	A	A	A
16.	GPA — Revise program or cumulative requirement	A	A	A	A
17.	Minor — Revise	A	A	A	A

	Full Review	Proposed	Reviewed	Approved	Discontinued	Revised
	Change to Catalog Information (for Campus)					
18.	General requirements for Bachelor's and Associate Degrees	-	-	A	A	I
19.	Policies governing academic probation and suspension	-	-	A	A	I
20.	Requirements for graduating with honors	-	-	A	A	I
	Change to a Degree Plan					
21.	Educational Program — Add or Discontinue ²	A	A	A	A	I
22.	Educational Program — Discontinue (proposed by Senior VPAA)	R	R	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	I
24.	Minor — Discontinue (proposed by Senior VPAA)	R	R	A	A	I
25.	Degree — Add or Discontinue (proposed by Program or College)	A	A	A	A	I
26.	Degree — Discontinue (proposed by Senior VPAA)	R	R	A	A	I

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Program Director/Department Chair

May 21, 2024

Program Director Signature

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Dean(s)



May 21, 2024

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Campus Academic Council

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Abilene Faculty Senate Chair's signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

Date

Dallas New Track or Minor Application Instructions

Use this template to propose a new track of an existing degree program or a non-degree plan, which includes a minor. For a new educational program — undergraduate major, graduate degree, or certificate — use the [New Program Application](#).

Process Overview

Step 1: Develop and Refine Proposal

The applicant completes the proposal and submits it to the assistant provost, who requests any revisions necessary to create an accurate, complete picture of the track or minor and ensure that it aligns with institutional policies and processes so that it will be ready to implement upon approval. After the assistant provost is satisfied with revisions, the assistant provost sends the proposal for review to:

1. the library dean's designee for library resources review
2. the SACSCOC liaison for substantive change review

Step 2: Curriculum Approval Process

After all reviews are complete, the assistant provost will return the full proposal to the applicant, who will begin the process outlined on the campus approval chart to add a new track or minor. This includes approval by the program faculty, dean, campus academic council, and senior vice president for academic affairs.

New Track or Minor Application

1. Program Identification

- A. Title of track** Doctor of Education (Ed.D.) in Organizational Leadership with Healthcare Administration Concentration
- B. Identify as track or minor** - track
- C. Home school (and associated degree program, if track)** College of Graduate and Professional Studies, Doctor of Education (Ed.D.) in Organizational Leadership
- D. Developer(s) and credentials** - Meghan Hope, JD, MHA, CPB, Karen Maxwell, EdD, Katherine Yeager, PhD
- E. Where program will be offered and delivery method** - ACU Dallas, Online
- F. Proposed date of implementation** - June 2024

2. Program Details

1. Description. Summarize this course of study in 50 to 200 words.

The Doctor of Education (Ed.D.) in Organizational Leadership with a specialized concentration in Healthcare Administration is a fully online program that equips aspiring leaders with a foundation in research theory and techniques, empowering them with the essential skills for effective leadership within the complex landscape of healthcare services delivery. The concentration emphasizes a dual focus on leadership principles and the intricacies of healthcare administration by allowing students to customize their experience through a selection of menu graduate healthcare administration course offerings, such as strategic planning, revenue cycle management, informatics, and innovations and trends in healthcare. Please see *Table 2: Healthcare Administration Concentration Course Offerings* for a full list of offerings.

2. Market need. What students will be drawn to this program? What types of careers will they pursue after graduation? What is the job market/outlook like in this area?

Healthcare administrators, also referred to as “medical and health services managers,” are more important than ever. Healthcare is the largest segment of the United States economy,¹ and this growth is coupled with a requirement for innovation and leadership as the healthcare industry evolves to meet population healthcare demands and the needs of an aging demographic. The diversity and complexity of organizations connected at some level to the delivery of patient care require highly professional and competent leaders across a range of specialties. In addition to hospitals, the skill sets obtained through a Doctor of Education (Ed.D.) in Organizational Leadership can be applied to careers in physician practices/clinics, long-term care venues, health insurance companies, state and federal regulatory agencies, pharmaceutical and medical device companies, and consulting firms.

The need for medical and health services managers is expected to increase 28% (144,700) with a projected employment of 654,200 by 2032.² Of this projected employment, approximately 7% of workers in the field require a doctoral degree. In addition, medical and health services managers are consistently ranked by U.S. News and World Report in the categories of best overall, business, and STEM jobs due to its high salary, number of job openings, and work-life balance.³

The Concentration in Healthcare Administration is designed for healthcare professionals seeking additional leadership and administration expertise to enhance their knowledge of this rapidly changing industry. Obtaining an EdD in Organizational Leadership provides early and mid-career healthcare managers with the opportunity to build personal leadership capacity and prepare for career

¹ According to CMS, 3.6 trillion was spent on health services in 2018. (CMS, n.d.) This figure represents approximately 17.7% of GDP or \$11,172 per person. National health spending is projected to grow at an average annual rate of 5.4 percent for 2019-28 and to reach \$6.2 trillion by 2028. <https://www.cms.gov/Research-Statistics-Data-and-Systems/Statistics-Trends-and-Reports/NationalHealthExpendData/NHE-Fact-Sheet>

² CareerOneStop. (n.d.). Medical and Health Services Managers. Retrieved January 11, 2024, from <https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?keyword=Medical%20and%20Health%20Services%20Managers&onetcode=11-9111.00&location=United%20States>

³ U.S. News & World Report. (n.d.). Medical and Health Services Managers. Retrieved January 11, 2024, from <https://money.usnews.com/careers/best-jobs/medical-and-health-services-manager>

advancement. Students will be drawn from individuals working in administration and clinical professions as well as individuals seeking to enter this field - all of whom would benefit from the convenience of a fully online program.

3. Estimate total enrollment for each of the first five years.

1. Year 1: 5
2. Year 2: 7
3. Year 3: 9
4. Year 4: 10
5. Year 5: 12

3. Rationale and Need for Program

1. Mission fit. How does the course of study fit with the university's mission to educate students for Christian service and leadership throughout the world? How does the course of study fit with the university's current strategic plan or emphases?

The mission of ACU is "to educate students for Christian service and leadership throughout the world." The Doctor of Education (EdD) in Organizational Leadership Concentration in Healthcare Administration will be part of the University's expanding programs in healthcare and healthcare-related fields. As healthcare and community health issues create additional opportunities for service, ACU is expanding its vision to serve through developments in teaching. In addition, the opportunity to partner with healthcare organizations opens the door to ACU preparing leaders in this field. The concentration will also serve as a vertical option for MHA students seeking to continue their education through doctoral work and for MBA/MSM students focusing on healthcare management.

2. Disciplinary benchmarking. Use the benchmark schools that you named in 2.A.3 to respond, plus any other programs you have reviewed. How does this program curriculum compare to other programs in your discipline? Which Texas universities already offer this program? You may also note other peer institutions that offer the program.

Doctor of Education (Ed.D.) in Organizational Leadership with Healthcare Administration Concentration degree is found at several institutions, including private and public of varying sizes. All programs identified were available online. No Texas universities were identified that already offered this program. While not as common as the Doctor of Health Administration, this program could set ACU Online apart in the market, offering a unique and distinctive organizational leadership focus in the healthcare sector.

Table 1 below details similar programs analyzed throughout the benchmarking process. Please note that this is not an exhaustive list of programs and is meant to serve as a snapshot of healthcare

administration concentration.

Table 1: EdD with Healthcare Administration Concentration Benchmarking

Institutions Offering EdD/HCAD Concentration	Name of Concentration	Example Courses	Online or In Person	Website
Grand Canyon University	Doctor of Education in Organizational Leadership: Health Care Administration (Qualitative Research)	Health Care Regulation Professional Development and Leadership in Health Care Building a Culture of Community in Health Care Sustainability of Health Care Organizations	Online	https://www.gcu.edu/degree-programs/edd-healthcare-administration-qualitative
Aspen University	Doctor of Education (Ed.D.) in Leadership and Learning – Health Care Administration and Leadership program	Innovation and Technology in Health Care Nursing Accreditation and Advocacy Project Management Building Successful Organizations that Endure Financial Management in Health Care Environments Legal and Ethical Issues in Health Care	Online	https://www.aspen.edu/education/edd-health-care/
Minnesota State University	Doctor of Education Degree (Ed.D.) in Educational Leadership with Healthcare	Healthcare Quality and Regulatory Management Healthcare Policy and Reimbursement Health Information Systems Operational Strategy and Systems Leadership Research and Evidence-Based Practice	Online with two face-to-face summer residencies	https://www.mnstate.edu/academics/doctorate/educational-leadership-healthcare/courses/
Nebraska Methodist College	Education & Leadership in Healthcare online doctorate (EdD)	Population Health Healthcare Finance Healthcare Policy	Online	https://www.methodistcollege.edu/health-professions/doctoral-healthcare-education#curriculum

3. Make a case for why we should maintain all existing tracks in this major (if a track) or note which ones will be closed. - **N/A**

4. Curriculum

1. Degree plan. List the major requirements as they would appear in the catalog.

The concentration in healthcare administration provides an introduction to healthcare operations and health policy while allowing students to customize their experience by selecting from a number of graduate healthcare administration courses, such as strategic planning, revenue cycle management, informatics, and innovations and trends in healthcare. Students are required to take two required courses in policy and innovation and select three additional courses from the list below:

Required:

- HCAD 621: Healthcare Policies and Ethics
- HCAD 627: Innovation and Trends in Healthcare

Menu (select 9 hours):

- HCAD 632: Conflict Management in Healthcare Organizations
- HCAD 644: The Healthcare Revenue Cycle and Payment Methodologies
- HCAD 656: Healthcare Informatics
- HCAD 691: Healthcare Strategic Management
- HCAD 681: Issues in Marketing Health Services
- HCAD 605: Community & Population Health: Transforming the Healthcare System
- HCAD 687: Advanced Topics in Healthcare Personnel and Interdisciplinary Team Leadership
- HCAD 664: Health Information Systems

- B. Course coordination. Attach a memo or email of support from the department chair of each department outside the home department that will provide a course for the track or minor. - N/A
- C. Courses. Create a table with one row for every course, existing and new, included in the track or minor requirements. Create five columns that provide the following information:
 1. Rotation and frequency (e.g., fall odd years)
 2. Whether the course is required or on a menu
 3. Which track(s, existing and new) the course serves, if applicable
 4. Current faculty credentialed to teach (everyone who is eligible to teach the course, not just who *will* teach the course)

Table 2: Healthcare Administration Concentration Course Offerings

Course	Rotation	Required?	Tracks Served	Credentialed Faculty
HCAD 621: Healthcare Policies and Ethics	Every third term, two times per year.	Req'd	Healthcare Administration	Meghan Hope, JD, MHA, CPB; Susan Ibanez, DHA Tasia Hilton-Betton, Ph.D; Orobosa Owie, Ph.D; Suzanne Richins, DHA
HCAD 627: Innovation and Trends in Healthcare	Every third term, two times per year.	Req'd	Healthcare Administration	Meghan Hope, JD, MHA, CPB; Susan Ibanez, DHA Tasia Hilton-Betton, Ph.D; Orobosa Owie, Ph.D; Suzanne Richins, DHA
HCAD 632: Conflict Management in Healthcare Organizations	Every third term, two times per year.	Menu	Healthcare Administration	Meghan Hope, JD, MHA, CPB; Susan Ibanez, DHA Tasia Hilton-Betton, Ph.D; Orobosa Owie, Ph.D; Suzanne Richins, DHA
HCAD 644: The Healthcare Revenue Cycle and Payment Methodologies	Every third term, two times per year.	Menu	Healthcare Administration	Meghan Hope, JD, MHA, CPB; Susan Ibanez, DHA Tasia Hilton-Betton, Ph.D; Orobosa Owie, Ph.D; Suzanne Richins, DHA
HCAD 656: Healthcare Informatics	Every third term, two times per year.	Menu	Healthcare Administration	Meghan Hope, JD, MHA, CPB; Tasia Hilton-Betton, Ph.D; Orobosa Owie, Ph.D; Suzanne Richins, DHA
HCAD 691: Healthcare Strategic Management	Every third term, two times per year.	Menu	Healthcare Administration	Meghan Hope, JD, MHA, CPB; Tasia Hilton-Betton, Ph.D; Orobosa Owie, Ph.D; Suzanne Richins, DHA
HCAD 681: Issues in Marketing Health Services	Every third term, two times per year.	Menu	Healthcare Administration	Meghan Hope, JD, MHA, CPB; Tasia Hilton-Betton, Ph.D; Orobosa Owie, Ph.D; Suzanne Richins, DHA

HCAD 605: Community & Population Health: Transforming the Healthcare System	Every third term, two times per year.	Menu	Healthcare Administration	Meghan Hope, JD, MHA, CPB; Susan Ibanez, DHA Tasia Hilton-Betton, Ph.D; Orobosa Owie, Ph.D; Suzanne Richins, DHA
HCAD 687: Advanced Topics in Healthcare Personnel and Interdisciplinary Team Leadership	Every third term, two times per year.	Menu	Healthcare Administration	Meghan Hope, JD, MHA, CPB; Susan Ibanez, DHA Tasia Hilton-Betton, Ph.D; Orobosa Owie, Ph.D; Suzanne Richins, DHA
HCAD 664: Health Information Systems	Every third term, two times per year.	Menu	Healthcare Administration	Meghan Hope, JD, MHA, CPB; Susan Ibanez, DHA Tasia Hilton-Betton, Ph.D; Orobosa Owie, Ph.D; Suzanne Richins, DHA

- D. New courses. For each new course included in the program requirements, list the following information. The vice provost will insert a curriculum approval schedule to set deadlines for introducing each new course.

No new courses are required for this track/concentration

5. Required Institutional Support

A. Faculty requirements and availability.

1. Describe the new track or minor's impact on faculty workload. Your narrative should provide supporting evidence that the number of full-time faculty members will be adequate to support the program.

The concentration will require utilization of the Healthcare Administration Program Director or adjunct faculty to teach the HCAD courses, which are already offered as part of the MHA. Dissertation faculty with content expertise in Healthcare Administration will be identified, hired, credentialed and assigned to dissertation committees following the long-standing protocols used for other concentrations in the EdD in Organizational Leadership.

2. If program delivery requires a faculty hire, provide an expected salary range and forecast potential faculty availability.

No new faculty hires are required for this track/concentration.

3. If the plan includes part-time instructors, include total cost per year for adjunct pay.

Since adjunct faculty are already teaching the HCAD courses as a part of the MHA and minimal new enrollment is anticipated, limited new costs associated with adjunct pay is anticipated. New adjunct dissertation faculty will be compensated based on existing compensation schedules.

- B. Impact on existing programs. Identify any existing programs/majors from which the new program would draw students and estimate enrollment effects on existing programs in the home department or other departments.

This online program will be targeted for adult students seeking to complete their EdD degree online. This concentration will serve as a vertical option for MHA students and may increase enrollment in this program due to the appeal of transferring credit directly to a doctoral program.

- C. Staff requirements. Indicate need for new staff (providing expected salary range and forecast suitable applicant availability) and evaluate effect on existing loads of current staff who will serve the program.

No new staff are required for this concentration. Existing staff trained in analysis of transcripts and degree plans will be utilized.

Existing staff at the Dallas campus who will support the concentration include a student support team composed of student-centered advising roles. These individuals work collaboratively on behalf of students to ensure adequate support and clear lines of communication as issues arise. These staff include: 1) Admissions Advisors, 2) New Student Ambassadors, 3) Student Service Advisors, and 4) Financial Intake Specialists. These staff form a “graduation team” for each student enrolled in the online program. The team will be specifically assigned to students in the program and will guide students through the program to ensure compliance with degree requirements and plans for successful completion.

The Operations team members of the Dallas campus provide staff support in the form of Student Service Operations Administrators. These individuals work hand-in-hand with Student Service Advisors to maintain records and register students in courses. The Operations Division also oversees the course carousel and will assist the program director in determining faculty needs for future sessions.

All part-time and full-time employees supporting the program will receive general technology support from the in-house IT coordinator.

- D. Library resources. Identify discipline-specific library resources necessary to serve the requirements of the program. These may be existing holdings and services and new ones.

The ACU Library holds and licenses academic information resources that are adequate to meet the needs of the EdD Healthcare Administration concentration. The ACU Library provides here a specific account of current library resources

supporting the proposed program. For students researching healthcare administration, the ACU Library licenses four large, discipline-specific databases:

- A. **MEDLINE/PubMed (EBSCO)** - Comprehensive bibliographic index to journal articles in the fields of medicine and health. Coverage begins in 1966. Contains the full text of some articles that are open access via PubMed.
- B. **CINAHL Complete** - Provides indexing for 1,835 journals from the fields of nursing and allied health. Contains searchable cited references for more than 930 journals and provides full text for hundreds of journals, plus legal cases, clinical innovations, critical paths, and more. PDF backfiles to 1982 are also included.
- C. **Proquest Nursing and Allied Health Source** - Provides users with reliable healthcare information covering nursing, allied health, alternative and complementary medicine, and much more. Provides abstracting and indexing for more than 850 titles, with over 715 titles in full-text, plus more than 12,000 full-text dissertations representing the most rigorous scholarship in nursing and related fields.
- D. **Business Source Complete** - Contains full text of more active, peer-reviewed, business related journals than any other database currently available. Indexing and abstracts for the most important scholarly business journals date back to 1886.

In addition, the ACU Library licenses a number of related interdisciplinary databases that are often utilized for health curricula:

- E. **Health Source: Nursing/Academic Edition** - Provides nearly 550 scholarly full text journals focusing on many medical disciplines. Features abstracts and indexing for nearly 850 journals.
- F. **Gale OneFile: Health and Medicine** - Up-to-date information on the complete range of health care topics. With more than 2,500 full-text periodicals, reference books, pamphlets, and hundreds of videos demonstrating medical procedures and live surgeries.
- G. **Alternative Health Watch** - This alternative health database provides full text for 180 publications in the collection (many are peer-reviewed). Provides in-depth coverage across many subject areas covered by complementary and alternative medicine.

In addition to these and other aggregated, full-text databases, the ACU Library also subscribes to more than 10,000 electronic journals from publishers including Wiley, Springer, ScienceDirect, Oxford, Cambridge, and Brill. There are over 800 health-related journals included in our subscriptions with these publishers. Some of these significant journals include:

Health Services Research (HSR)
Journal of Health Economics (JHE)

Journal of Healthcare Management (JHM)
New England Journal of Medicine (NEJM)
Medical Care
Medical Care Research and Review
American Journal of Public Health (AJPH)
Health Economics
Journal of Health Politics, Policy, and Law
Healthcare Financial Management (HFM)
International Journal of Medical Informatics (IJMI)

1. Describe how faculty and students will access information electronically and on site, and explain how they will receive instruction about how to do this.

All courses are delivered in the Canvas Learning Management System and undergraduate programs use an e-book model. Students will access their required course materials in the Canvas course navigation menu. On the course homepage there is a link to the ACU Library Distance Education Portal. All Canvas courses are reviewed by the Library with an accompanying memo of support.

2. Describe requirements to support students in their access to and use of learning resources.

Staffed by ten library faculty members, three professional staff, and 7.625 FTE support staff, the ACU Library provides services common to academic libraries throughout the region and the nation. These services include faculty and departmental liaison assignments to facilitate collection development and information literacy, research (reference) and information assistance, interlibrary lending and borrowing, and access to online resources, special collections, and archives. The Online Learning Librarian, an ACU Dallas supported position housed in the ACU Library, serves as an essential point of contact for access and research support for online students. This individual also works with the academic program directors to decide on the databases, electronic journals, electronic books, and other digital tools and platforms to provide to the students based on the courses developed and the research needs of the students.

Students and faculty can access electronic resources through their ACU library access from any computer connected to the internet. The ACU Library's Distance Education Portal (<http://guides.acu.edu/distance>), OneSearch Discovery (a metasearch tool), Journal Finder, and a high-quality online catalog of library resources all offer access to available online collections and services for online students. Links to these resources can be found through the MyACU Online portal at <http://online.acu.edu>. Interlibrary Loan is available for articles and book chapters not found in the ACU Library. Document delivery of books in the ACU Library's circulating print collection is available to all ACU Online students.

- E. Physical resources. Identify needs for classroom, lab, and office space and impacts on existing space use. List necessary equipment. Provide costs for any construction or equipment.

None required. The track/concentration is fully online and staff and faculty supporting the program are housed either at the ACU Dallas campus or work remotely.

- F. Scholarships. Will the unit provide any unique scholarships to students in the program?

No unique scholarships are planned for students in this concentration/track.

- G. Recruiting. To whom should the degree be marketed? What additional recruiting beyond general recruiting to the university will be needed, and what costs will we incur?

The concentration should be marketed toward students seeking to obtain advancement in healthcare administration specifically as applied to organizational leadership. ACU Dallas should market this to past MHA students and prospective MHA students in addition to students who received an MHA outside of ACU Dallas. The marketing of the degree will be under the purview and budget of the Executive Leadership Team at ACU Dallas.

- H. Additional cost to deliver track or minor. Total expenses from sections A to H. Clarify which expenses are one-time and which are ongoing.

No additional costs to deliver the track anticipated.

Stop here and submit to the assistant provost. Section 6 is not required for all applications, and you will only need to complete it if requested by the SACSCOC liaison.

6. Additional Information Required if Requested

1. Employment demand and career possibilities.
 1. Identify jobs that graduates would be qualified to pursue.
 2. Use official databases to establish the job market for graduates of the program. Use the U.S. Bureau of Labor Statistics and Texas Workforce Commission; other sources that may be helpful are authorities on regional labor markets (e.g., metropolitan Chambers of Commerce) and current industry reports.
 3. Use the [crosswalk document provided by IPEDS](#) to take your previously identified CIP code and find the associated occupations in the [Standard Occupational Classification](#) system provided by the Bureau of Labor Statistics. Use the associated SOC number to find entry-level and mean wages in that field in Texas from the Texas Workforce Commission ([Texas Wages](#) — Wages by Workforce Development Area).
2. Student support services. Describe specific programs, services, and activities that will support students enrolled in the program. Some examples of academic support services are teaching and resource centers, tutoring, academic advising, counseling, disability services, diversity and inclusion offices, teaching

laboratories, career services, testing centers, student life, and information technology.

3. Describe financial resources available to support the new program, including a budget for the first year of the program; projected revenues, expenditures, and cash flow; amount of resources going to external institutions or organizations contracted to provide support services for the program; the operational, management, and physical resources available for the change.
4. Provide contingency plans in the event required resources do not materialize.

Approvals

The proposal aligns with institutional policies and processes, and the campus is prepared to support the proposed track or minor as presented.



Apr 22, 2024

Assistant Provost

Date

The library has sufficient resources to support the track or minor, or the comments below outline additional acquisitions required and their associated costs.



Apr 22, 2024

Associate Dean of the Library

Date

Comments, if needed:

This proposal does not require additional review for institutional accreditation purposes, or I have worked with the faculty to gather the information necessary to notify SACSCOC or gain its approval.



Apr 30, 2024

SACSCOC Liaison

Date

When all signatures are complete, attach an Approval Chart for Curriculum Changes, conduct the program faculty vote to approve the new track or minor, and continue the approval process as specified by the approval chart.

MEMORANDUM

TO: Dr. [Karen Maxwell](#), Program Director and Associate Professor - Ed.D. in Organizational Leadership

FROM: Dr. Meghan Hope, Program Director & Associate Professor - Healthcare Administration

DATE: Apr 17, 2024

RE: Course Coordination - Doctor of Education in Organizational Leadership and Healthcare Administration

As the Program Director of the Master of Healthcare Administration, I have thoroughly reviewed the proposed concentration in healthcare administration for the Doctor of Education in Organizational Leadership program and offer my full support for the necessary course coordination to implement this new concentration.

Based on my analysis, the proposed concentration will not bring challenges related to course staffing. The projected number of students and anticipated course needs align well with our current capacity and resources.

Please let me know if you need any additional information or assistance as you move forward with this exciting initiative.

Organizational Leadership, Healthcare Administration, EdD (ORGL-HCAD)

EDD: Doctor of Education in Organizational Leadership (ORGL)

Prerequisite Degree Requirements

This program requires baccalaureate and master's degrees from a regionally accredited institution. Students with a master's degree in an existing specialization track (see below) may be given advanced standing of up to 15 hours to serve as their specialization track with the approval of the Program Director.

Major Requirements

Foundational Courses

LEAD 701 - Introduction to Doctoral Studies Credit Hours: 3
LEAD 711 - Theories and Practices of Effective Leadership Credit Hours: 3
LEAD 714 - Self-Assessment in Leadership Credit Hours: 3
LEAD 724 - Leadership in Diverse Contexts Credit Hours: 3
LEAD 731 - Leading Organizational Change Credit Hours: 3
LEAD 741 - Human Resource Development Credit Hours: 3

Total: 18 Credit Hours

Research Courses

LEAD 765 - Applied Research Problem Credit Hours: 3
LEAD 781 - Organizational Assessment and Evaluation Credit Hours: 3
LEAD 782 - Research Methodology and Design Credit Hours: 3
LEAD 784 - Qualitative and Action Research Credit Hours: 3
LEAD 786 - Quantitative Analysis Credit Hours: 3
LEAD 793 - Dissertation Prospectus Seminar I Credit Hours: 3
LEAD 794 - Dissertation Prospectus Seminar II Credit Hours: 3

Total: 21 Credit Hours

Healthcare Administration (HCAD)

Required Courses:

HCAD 621: Healthcare Policies and Ethics

HCAD 627: Innovation and Trends in Healthcare

Select 3 Courses from the following list:

HCAD 632: Conflict Management in Healthcare Organizations

HCAD 644: The Healthcare Revenue Cycle and Payment Methodologies

HCAD 656: Healthcare Informatics

HCAD 691: Healthcare Strategic Management

HCAD 681: Issues in Marketing Health Services

HCAD 605: Community & Population Health: Transforming the Healthcare System

HCAD 687: Advanced Topics in Healthcare Personnel and Interdisciplinary Team Leadership

HCAD 664: Health Information Systems

Total: 15 Credit Hours

Additional Major Requirements

Completion of all dissertation readiness requirements.

Dissertation Research

LEAD 799 - Dissertation Research Credit Hours: 6

Total: 6 Credit Hours

Students who do not complete the dissertation in the minimum of 6 hours will continue to register for one hour of dissertation continuation each session until the dissertation is completed.

Dissertation Defense

Total Major Hours: 60

