



UNIVERSITY OF
GEORGIA

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University Council

March 16, 2018

UNIVERSITY CURRICULUM COMMITTEE – 2017-2018

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Dear Colleagues:

The attached proposal from the College of Public Health for a new major in Health Administration (M.H.A.) will be an agenda item for the March 23, 2018, Full University Curriculum Committee meeting.

Sincerely,

Alison F. Alexander, Chair
University Curriculum Committee

cc: Provost Pamela S. Whitten
Dr. Rahul Shrivastav

Institution: University of Georgia

Date Completed at the Institution: March 15, 2018

Name of Proposed Program/Inscription: Health Administration (M.H.A.)

Degree: Master of Health Administration (M.H.A.)

Major: Health Administration

CIP Code: 51.0701

Anticipated Implementation Date: Fall 2019

Delivery Mode (check the most appropriate delivery mode in the box below):

On-campus, face-to-face only	X
Off-campus location, face-to-face only (specify the location):	
Online Only	
Combination of on-campus and online (specify whether 50% or more is offered online for SACS-COC)	
Combination of off-campus and online (specify whether 50% or more is offered online for SACS-COC)	
Hybrid, combination delivery, but less than 50% of the total program is online based on SACS-COC	
Contractual Location (specify the location):	

School/Division/College: College of Public Health

Department: Health Policy and Management

Departmental Contact: Stuart Feldman

- 1) **Rationale:** Provide the rationale for proposing the new academic program.

The University of Georgia College of Public Health, Department of Health Policy and Management, proposes a new Master of Health Administration (MHA) degree to meet the demands of the changing health care environment, increase the number of trained healthcare leaders, and increase student enrollment at UGA. The proposed curriculum includes courses in the core disciplines of public health, as well as courses specific to health administration.

The Department of Health Policy and Management has grown rapidly and has added four full-time faculty members within the past 3 years. All members of the faculty have outstanding records of teaching and research and practical experience in the healthcare field. The department has faculty who have experience with teaching in an MHA program, as well as faculty who are graduates of MHA programs, and faculty from industry. This growth will allow the department to be able to teach additional courses without adding additional faculty.

The MHA major is designed to prepare future leaders to develop knowledge and mastery of skills to meet the critical challenges facing the health care industry. The MHA is the appropriate next step in the delivery of quality health care management education for the College of Public Health. The Department of Health Policy and Management currently offers a Health Policy and Management minor at the undergraduate level, a Health Policy and Management track within the MPH degree, and a Doctor of Public Health (DrPH) degree, but does not offer a graduate program in health administration. With the importance of health care to the U.S. and global economy, the strong interest in health administration courses among undergraduate students, and the importance of health care administration to the strategic initiatives of the College of Public Health, the time is right to establish an MHA degree.

- 2) **Mission Fit and Disciplinary Trends:** Description of the program’s fit with the institutional mission and nationally accepted trends in the discipline (explain in narrative form). If the program is outside of the scope of the institutional mission and sector, provide the compelling rationale for submission.

The mission of the Department of Health Policy and Management is to train public health professionals in the study of health policy and law, health economics, public health and health care system management with the aim of improving health care quality and access. Implementing an MHA program is central to the strategic objectives of the department.

An MHA program is consistent with Strategic Directions II and IV of the 2020 Strategic Plan for the University of Georgia which call for:

II. “Enhancing Graduate and Professional Programs”

IV. “Serving the Citizens of the State of Georgia and Beyond”

With respect to both Strategic Direction II and IV, the MHA is consistent with the focus in the strategic plan to enhance graduate and professional programs and to serve the citizens of the State of Georgia and beyond. This program will address an area of need and expand the offering of graduate programs. The curriculum is multi-dimensional and will promote learning and research that will be appropriate for health care professionals. Technology is integrated into the program by including health informatics and data analytics courses in the curriculum. Through the internship and capstone courses, the university and its students will collaborate with community partners to address regional needs and enhance the intellectual, civic, and wellness initiatives of the region, consistent with the strategic plan.

The MHA is a professional degree that emphasizes the conceptual, analytical, and applied skills required to advance into administrative careers in hospitals and health systems, top tier consulting firms and other health care related businesses.

The creation of the MHA program speaks to two of the core characteristics of the University: a statewide responsibility and commitment to excellence and academic

achievements having national and international recognition; and a wide range of academic and professional programming at the baccalaureate, master’s, and doctoral levels. The MHA would fill a gap in graduate programming in health administration. The goal of the MHA program is to achieve accreditation by the Commission for the Accreditation of Health Management Education (CAHME). CAHME is nationally recognized as the professional accrediting body for health administration programs.

The MHA degree also fits within the College of Public Health’s mission: “The College of Public Health at the University of Georgia promotes health in human populations, protects the environment and prevents disease and injury in Georgia, the United States and globally through innovative research, exemplary education and engaged service.” Nationally, the healthcare industry continues to be among the most in-demand of all professions. As the median age of the population climbs and baby boomers remain active into their retirement years, healthcare services are expected to expand in response to those demographic shifts. Among the fastest-growing disciplines, according to federal statistics, is healthcare administration.

The job outlook for healthcare administrators is strong, with the U.S. Bureau of Labor Statistics (BLS) projecting 17% growth through 2024, which is much faster than the average of 7 % for all jobs. Aging Baby Boomers will spur demand across the entire healthcare industry, increasing the need for administrators. The BLS projects 2.3 million new healthcare workers of all types through 2024, creating the need for administrators.

Occupation	Median Annual Wage	Employment in Occupation Expected to Grow Between 2014 – 2024
Medical and Health Services Manager	\$96,540	17%
Computer and Information Systems Manager	\$135,800	15%
Health Care Database Administrator	\$84,950	11%

(Information retrieved from Bureau of Labor Statistics website. www.bls.gov)

In addition to the projected needs for administrators, managers, and health information experts, the anecdotal evidence and documentation of graduates who have continued their education elsewhere indicates there is a demand for this program at UGA.

3) **Description and Objectives:** Program description and objectives (explain in narrative form).

The program objectives, the competency model, as well as learning outcomes will be adapted from the professional accrediting board for health administration programs: the Commission for the Accreditation of Healthcare Management Education (CAHME). In alignment with CAHME, the program is designed to achieve competency in:

- Communications and interpersonal effectiveness
- Critical thinking, analysis and problem solving
- Management and leadership
- Professionalism and ethics

The curriculum has been designed for healthcare professionals who wish to advance their professional opportunities in healthcare administration, management and leadership, or health informatics. In addition, the program is open to non-health professions students with an interest in healthcare administration or informatics. Courses will be taught by faculty who have clinical, teaching, and/or managerial experience and can provide real-world examples to enhance student learning.

- 4) **Need:** Description of the justification of need for the program. (Explain in narrative form why the program is required to expand curricular academic offerings at the institution, the data to provide graduates for the workforce, and/or the data in response to specific agency and/or corporation requests in the local or regional area.)

The healthcare services industry workforce in the United States is expected to grow to approximately 22 million people or 13.5% of the total workforce by 2020, according to the Bureau of Labor Statistics. Georgia is the 8th most populous state and will see a proportional increase in health service providers and clients. The demand for healthcare administrators has been increasing in recent years and the necessity of understanding the intricacies of health administration while having a firm foundation in public health and health policy has never been more important than in the current climate of healthcare reform. With the expected increases in the healthcare industry workforce both statewide and nationally, the MHA degree will poise UGA to become a national leader in healthcare administration education.

Health Policy and Management is one of the five core areas of public health, the other four being Environmental Health, Epidemiology, Biostatistics, and Health Promotion. The supply of trained healthcare administrators falls critically short of the demand by industry. The proposed MHA will help fill that demand by providing students with the necessary training

An MHA program is also essential to support the Augusta University/University of Georgia Medical Partnership and existing centers and institutes at the University of Georgia, such as the Health Informatics Institute.

- 5) **Demand:** Description of how the program demonstrates demand. (Explain in narrative form the data that supports demand for the program from existing and potential students and requests from regional industries.)

Student demands for an MHA have been high, particularly as administrative jobs in healthcare require MHA degrees. According to the Health Administration, Management & Policy Centralized Application Service (HAMPCAS), a centralized application system

for applying to health administration programs, the demand for health administration programs has steadily increased.

Number of Applications for Health Administration Programs per Year		
Year	Unique Applicants	Number of Applications
2016 – 2017	409	974
2015 – 2016	387	858
2014 – 2015	365	751

In addition, HAMPCAS data shows that the average number of applications per school to health administration programs is increasing as well.

Average Number of Applications per School and Average Acceptance Rate			
Year	Average Number of Applications	Average Number Accepted	Average Acceptance Rate
2016	101.3	59.5	58.7%
2015	94.5	51.2	54.2%

According to a survey of our students, there is substantial interest in pursuing an MHA degree at the University of Georgia because of the value of the degree, the reputation of the university, and faculty expertise in health administration. A survey was conducted in HPAM 3500, the Introduction to Health Care Management course. The course has 15 students, of which 2/3 are HPAM minors and the other 1/3 are other public health majors or taking the course as an elective. Of the 14 students in class on the day of the survey, 57% (8) responded that they are interested in pursuing an MHA degree and 43% (6) responded that they would be interested in pursuing an MHA degree at UGA. An additional survey was conducted in a graduate-level course, HPAM 8700, Management of Public Health Organizations. The course has 15 students across disciplines of public health, social work, pharmacy, and business. Of the 15 students, 10 (66%) expressed interest in pursuing a career in health administration and interest in pursuing the MHA at UGA as an additional graduate degree. Based on the results of the surveys, current students from the University of Georgia are supportive of and interested in an MHA program at the University of Georgia. In addition, faculty teaching other undergraduate and graduate classes have received similar expressions of interest in the MHA degree.

According to the Association for University Programs in Health Administration (AUPHA), there are currently 134 MHA programs in the United States. Of those, 76 of the MHA programs hold accreditation; and, of the accredited programs, 17 are listed as being located in the Southeastern U.S.

AUPHA Member Programs in the Southeastern United States		
School	Location	Acceptance Rate
Armstrong State University	Savannah, GA	60%
Florida International University	Miami, FL	50%
Georgia State University	Atlanta, GA	46%

Medical University of South Carolina	Charleston, SC	71%
Tulane University	New Orleans, LA	61%
University of Alabama at Birmingham	Birmingham, AL	25%
University of Arkansas for Medical Sciences	Little Rock, AR	68%
University of Central Florida	Orlando, FL	75%
University of Florida	Gainesville, FL	65%
University of Kentucky	Lexington, KY	63%
University of Memphis	Memphis, TN	65%
University of Miami	Miami, FL	80%
University of North Carolina at Charlotte	Charlotte, NC	53%
University of North Florida	Jacksonville, FL	41%
University of Puerto Rico	San Juan, PR	37.5%
University of South Carolina	Columbia, SC	60%
University of South Florida	Tampa, FL	41%
	Average	56.55%

Each school receives on average 50-75 applications per year for an average of 35 spots in their programs. This demonstrates the significant demand for MHA programs, particularly in the Southeast.

The Council on Education for Public Health (CEPH) is an independent agency recognized by the U.S. Department of Education to accredit schools of public health and public health programs offered in settings other than schools of public health. According to CEPH, there are 48 MHA programs in the U.S. that are housed in a College of Public Health. Of those, there is only 1 in the state of Georgia, which is the MHA program at Georgia Southern University. Georgia Southern's MHA program is accredited by CEPH, but does not hold CAHME accreditation. With the merger of Georgia Southern and Armstrong State University as of January 1, 2018, the MHA programs at the two schools will be merged, and the new program will no longer hold CEPH accreditation since it will not be housed in the College of Public Health.

The UGA MHA program will have a different focus, as a primary goal of the program is to achieve CAHME accreditation. CAHME is a premier professional accrediting board that accredits health administration programs. CAHME is fully recognized by the Council for Higher Education Accreditation (CHEA).

In addition, many of UGA's peer institutions offer an MHA degree.

Comparator Peer Institutions	Offer a CAHME-Accredited MHA
Virginia Polytechnic Institute & State University	No
Michigan State University	No

University of Kentucky	Yes
Iowa State University	No
University of Arizona	No
University of Iowa	Yes
Indiana University at Bloomington	Yes
University of Maryland at College Park	Yes
North Carolina State at Raleigh	No
Ohio State University	Yes
University of Missouri	Yes
University of California- Davis	No
Purdue University	No
Stonybrook University	No
University of Florida	Yes

Aspirational Peer Institutions	Offer a CAHME-Accredited MHA
Pennsylvania State University- Main Campus	Yes
University of Texas at Austin	No
University of California- Berkley	No
University of California- Los Angeles	No
University of Illinois at Urbana-Champaign	No
University of Michigan	Yes
University of Minnesota	Yes
University of Virginia	No
University of Wisconsin-Madison	No

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Peer Institutions	Offer a CAHME-Accredited MHA
North Carolina State at Raleigh	No
University of Florida	Yes
Virginia Polytechnic	No
University of Kentucky	Yes
University of Texas at Austin	No
University of Virginia	No
Clemson University	No
University of North Carolina at Chapel Hill	Yes
Florida State University	No
Texas A&M	Yes

- 6) **Duplication:** Description of how the program does not present duplication of existing academic offerings in the geographic area and within the system as a whole. If similar programs exist, indicate why these existing programs are not sufficient to address need and demand in the state/institution’s service region and how the proposed program is demonstrably different.

The MHA program will not replace any current programs at UGA; however, it will enhance existing programs, such as the Master of Public Health and Doctor of Public Health, through the addition of new coursework. In addition to enhancing other programs within the university, the MHA program will serve as a seamless transition for UGA undergraduate majors to complete a master's degree that is tailored for healthcare administration.

In Georgia, Georgia State University and Armstrong State University currently are the only two institutions with CAHME-accredited MHA programs. As of January 1, 2018, Armstrong State University and Georgia Southern University have merged. The MHA program at the new Georgia Southern is now housed in the College of Health Professions at the Georgia Southern Armstrong Campus in Savannah, GA. The two MHA programs at Georgia Southern and Armstrong have merged into one. Since the new program is no longer in a College of Public Health, it will not be accredited by CEPH. It will retain the existing CAHME accreditation held by the Armstrong program.

The only CAHME-accredited program in the region is the MHA program at Georgia State University, which is housed within the College of Business. The MHA at UGA will be located within the College of Public Health, and thus will have a different focus and will not duplicate existing offerings in the region. MHA programs in a College of Business have a business focus with a health care specialization, with less time spent on policy and more time spent on operations and business. MHA programs in a College of Public Health are immersive health care management programs with industry-specific courses that prepare students specifically for careers in hospital or clinical administration settings.

At UGA, the Terry College of Business has similar courses in management and administration; however, they are not specific to healthcare. The MHA courses will be specific to management and administration in healthcare settings and will be complementary to Terry offerings. The MHA courses will offer an opportunity for collaboration and diversifying students in courses between Terry College of Business and the College of Public Health.

In addition, the School of Public and International Affairs (SPIA) at UGA has a Master of Public Administration degree (MPA) with specialization in Health Policy and Administration. While this program includes courses on management and administration, the central focus of the MPA is to prepare students for careers in public service. While the MPA in Health Policy and Administration does include some HPAM course offerings, the entire MHA program is designed to focus specifically on healthcare administration and to prepare students for careers in healthcare administration. The MHA courses will offer additional opportunities for collaboration and diversifying students in courses between SPIA and the College of Public Health.

- 7) **Collaboration:** Is the program in collaboration with another USG Institution, TCSG institution, private college or university, or other entity?

Yes ___ or No X (place an X beside one)

If yes, list the institution below and include a letter of support from the collaborating institution's leadership (i.e., President or Vice President for Academic Affairs) for the proposed academic program in the appendix.

N/A

- 8) **Forecast:** If this program was not listed on your academic forecast for the 2016 – 2017 academic year, provide an explanation concerning why it was not forecasted, but is submitted at this time.

This program was not included in the Academic Forecast for the institution because it had not been submitted through the faculty governance process.

- 9) **Admission Criteria:** List the admission criteria for the academic program.
- Include all required minimum scores on standardized tests.
 - Include the required grade point average requirement.

Admission criteria for the MHA will be consistent with the admission standards set by the College of Public Health for the other master's degrees, such as the MPH.

All students must have a bachelor's degree or its equivalent from an accredited institution. A minimum GPA of 3.0 on a 4.0 scale and a GRE scores at the 60th percentile or above are recommended for consideration during the admissions process.

Admissions will be based on evaluation of the applicant's educational background and any work experience, past performance, and/or potential to provide leadership in the field of health administration. In addition to the above, other admission requirements include:

- Admission based on academic preparation (GPA)
- Official GMAT or GRE scores
- Current resume or CV
- Recommendations by discipline-specific academic advisors or employers
- Personal statement of academic and professional background and objectives

10) Curriculum (See the form below this series of questions and please complete.)

- a) List the entire course of study required to complete the academic program. Include the course prefixes, course numbers, course titles, and credit hour requirement for each course. Indicate "new" beside new courses.

The curriculum includes the creation of four new didactic courses and creation of new sections of the Internship and Capstone units that are specific to Health Administration. The rest of the curriculum consists of pre-existing courses regularly offered by the respective departments.

New Courses:

To meet the educational objectives of the MHA program, the Department has developed the following courses:

- HPAM 7150 (new), US Health Care Delivery Systems (3 credit hours)
- HPAM 7250 (new), Human Resources Management in Health Care (3 credit hours)
- HPAM 7350 (new), Organizational Theory & Behavior in Health Care (3 credit hours)
- HPAM 7560 (new), Internship in Health Administration (3 credit hours)
- HPAM 7800 (new), Capstone Project in Health Administration (3 credit hours)
- HPAM 8500 (new), Health Care Data Analytics (3 credit hours)

Existing Courses:

- BIOS 7010, Introductory Biostatistics I (3 credit hours)
- HPAM 7400, Public Health, Law, & Society (3 credit hours)
- HPAM 7700, Public Health and Healthcare Ethics (3 credit hours)
- HPAM 8400, Policy Analysis in Public Health (3 credit hours)
- HPAM 8410, Health Informatics I (3 credit hours)
- HPAM 8600, Health Economics (3 credit hours)
- HPAM 8650, Healthcare Finance (3 credit hours)
- HPAM 8700, Management of Public Health Organizations (3 credit hours)
- HPAM 8720, Marketing of Health Care Organizations (3 credit hours)
- HPAM 8750, Quality Improvement in Health (3 credit hours)
- HPAM 8840, Managerial Epidemiology (3 credit hours)
- HPAM 8890, Strategic Management in Health Care Organizations (3 credit hours)
- HPAM 8920, Practice Management Consulting in Health Care (3 credit hours)
- PBHL 7100, Fundamentals of Public Health (3 credit hours)

- b) Provide a sample program of study that includes the course prefixes, course numbers, and course titles and credit hour requirement for each course. Indicate the word “new” beside new courses.

Program of Study- Fall Cohort

Year in Program	Session	Course #	Course Title	Credits
Year One	Fall	HPAM 7150 (NEW)	US Health Care Delivery Systems	3
	Fall	BIOS 7010	Introductory Biostatistics I	3
	Fall	HPAM 7400	Public Health, Law, & Society	3
	Fall	HPAM 8700	Management of Public Health Organizations	3
	Spring	HPAM 7250 (NEW)	Human Resources Management in Health Care	3
	Spring	HPAM 7700	Public Health and Healthcare Ethics	3
	Spring	HPAM 8410	Health Informatics I	3
	Spring	HPAM 8600	Health Economics	3

	Spring	HPAM 8650	Healthcare Finance	3
	Summer (Maymester)	PBHL 7100	Fundamentals of Public Health	3
	Summer	HPAM 7560 (NEW)	Internship in Health Administration	3
Year Two	Fall	HPAM 7350 (NEW)	Organizational Theory & Behavior	3
	Fall	HPAM 8400	Policy Analysis in Public Health	3
	Fall	HPAM 8500 (NEW)	Health Care Data Analytics	3
	Fall	HPAM 8750	Quality Improvement in Health	3
	Fall	HPAM 8840	Managerial Epidemiology	3
	Spring	HPAM 8720	Marketing of Health Care Organizations	3
	Spring	HPAM 8890	Strategic Management in Health Care Organizations	3
	Spring	HPAM 8920	Practice Management Consulting in Health Care	3
	Spring	HPAM 7800 (NEW)	Capstone Project in Health Administration	3
TOTAL				60 credit hours

Program of Study- Spring Cohort

Year in Program	Session	Course #	Course Title	Credits
Year One	Spring	HPAM 7250 (NEW)	Human Resources Management in Health Care	3
	Spring	BIOS 7010	Introductory Biostatistics I	3
	Spring	HPAM 8700	Management of Public Health Organizations	3
	Spring	HPAM 8650	Healthcare Finance	3
	Summer (Maymester)	PBHL 7100	Fundamentals of Public Health	3
	Fall	HPAM 7350 (NEW)	Organizational Theory & Behavior	3
	Fall	HPAM 7400	Public Health, Law, & Society	3
	Fall	HPAM 8400	Policy Analysis in Public Health	3
	Fall	HPAM 8750	Quality Improvement in Health	3
	Fall	HPAM 7150 (NEW)	US Health Care Delivery Systems	3

Year Two	Spring	HPAM 8720	Marketing of Health Care Organizations	3
	Spring	HPAM 8890	Strategic Management in Health Care Organizations	3
	Spring	HPAM 8920	Practice Management Consulting in Health Care	3
	Spring	HPAM 8410	Health Informatics I	3
	Spring	HPAM 7700	Public Health and Healthcare Ethics	3
	Summer	HPAM 7560 (NEW)	Internship in Health Administration	3
	Fall	HPAM 7800 (NEW)	Capstone Project in Health Administration	3
	Fall	HPAM 8840	Managerial Epidemiology	3
	Fall	HPAM 8500 (NEW)	Health Care Data Analytics	3
	Fall	HPAM 8600	Health Care Economics	3
TOTAL				60 credit hours

- c) List and reference all course prerequisites for required and elective courses within the program. Include the course prefixes, numbers, titles, and credit hour requirements.

Prerequisites:

The following courses below have prerequisite requirements. The program of study has been designed so that courses are taken in the appropriate sequence to satisfy prerequisite requirements. There are no specific courses required prior to admission in the MHA program.

Changes in the curriculum are forthcoming pending upcoming changes in CEPH accreditation criteria. HPAM 7010 is in the process of being removed and replaced with the new offering. Therefore, HPAM 7010 is not included in the MHA curriculum. This course will be waived for MHA students.

HPAM 8410 Health Informatics I: HPAM 7010 and BIOS 7010 and HPAM 8700, or permission of department

HPAM 8720 Marketing of Public Health Organizations: HPAM 7010 or permission of department

HPAM 8840 Managerial Epidemiology: EPID 7010 or Equivalent (HPAM 8750 serves as equivalent)

HPAM 8890 Strategic Management in Health Care Organizations: HPAM 8650 and HPAM 8700

HPAM 8920 Practice Management Consulting in Healthcare: HPAM 8650

- d) State the total number of credit hours required to complete the program, but do not include orientation, freshman year experience, physical education, or health and wellness courses per the Academic and Student Affairs Handbook, Section 2.3.1.

The proposed program requires 60 credits to complete the MHA, which includes completion of an Internship. Students must also complete a Capstone project and pass the comprehensive examination.

The MHA requires a Comprehensive Examination for assessment of attainment of competencies. The comprehensive examination will be taken during the second half of the final semester as part of the Capstone course. The Capstone course for this program uses a combination of team-based learning, classroom participation/discussion, and project management of a comprehensive project that is supervised by a faculty member and/or practitioner/preceptor. Content experts and outside speakers may be invited to help enrich the learning experience. The focus of each student's project is determined by their needs and interests; however, the scope and implementation of student projects is expected to meet a defined standard of rigor. There are two components of the Capstone project:

- 1) A written scholarly manuscript is submitted in the last quarter of the program. The report will include a critique of relevant literature, discussion of the conceptual framework for project implementation, a business plan for the project, and an evaluation and discussion of the project results.
 - 2) Each MHA candidate will present their final paper at a day-long seminar hosted by the MHA program.
- e) If this is a doctoral program, provide the names of four external reviewers of aspirational or comparative peer programs complete with name, title, institution, e-mail address, and telephone number. External reviewers must hold the rank of associate professor or higher in addition to other administrative titles.

N/A

- f) If internships, assistantships, or field experiences are required to complete the academic program, provide information documenting internship or field experience availability and how students will be assigned, supervised, and evaluated.

All students will gain field-based experience by completing an internship. The internship requires 300 clock hours in an appropriate health administration setting. Students choose the site for their internship, with the assistance of the Academic Advisor and Internship Coordinator.

During the internships, students will be working with preceptors who will serve as their mentors. At the end of the internship, preceptors will be asked to complete an evaluation of the student's performance. The evaluation would serve as a reflection of the student's application of knowledge gained in the program.

The availability of graduate assistantships is determined annually and is based on the number of admitted graduate candidates.

- g) Within the appendix, append the course catalog descriptions for new courses. Include the course prefixes, course numbers, course titles, and credit hour requirements.
See Appendix A

- 11) **Waiver to Degree-Credit Hour** (if applicable): State whether semester credit-hours exceed maximum limits for the academic program and provide a rationale.

This program will require a waiver since it exceeds the 36-semester hour limit for master's degree programs. A credit hour waiver will be requested. CAHME accreditation requires a minimum of 40 semester hours (120 contact hours) to meet required competencies, therefore it is necessary for this program to exceed the semester hour limit.

- 12) **Student Learning Outcomes:** Student Learning outcomes and other associated outcomes of the proposed program (provide a narrative explanation).

The learning outcomes are:

- Outcome 1: Evaluate and illustrate the basic elements of the health services industry, including health care delivery, financing, and the role of government.
 - Assessment Measure 1: Questions embedded in Examinations and student projects in US Healthcare Delivery Systems, HPAM 8650
 - Assessment Measure 2: Student Exit Surveys
- Outcome 2: Demonstrate the ability to utilize critical thinking skills to solve problems complex health care problems.
 - Assessment Measure 1: Examination and student projects in Organizational Theory & Behavior in Health Care, HPAM 8700, HPAM 8800, HPAM 8890
 - Assessment Measure 2: Student Exit Surveys
- Outcome 3: Analyze and interpret the complexities of the healthcare system financing from a managerial perspective.
 - Assessment Measure 1; Examination and student projects in HPAM 8840, HPAM 8920
 - Assessment Measure 2: Student Exit Surveys

- 13) **Assessment and Quality:** Describe institutional assessments throughout the program to ensure academic quality, viability, and productivity as this relates to post-approval enrollment monitoring, degree productivity, and comprehensive program review.

1. All institutional effectiveness activities for the MHA program will be completed with the overarching goal of evaluating performance to improve the delivery of instruction and support student success. All instructional program evaluations will include the evaluation of student learning outcomes. Assessment methods help determine whether the program was effective in meeting its goals.

a. Components to be evaluated:

- i. Academic advising
- ii. Teaching effectiveness
- iii. Educational resources
- iv. Curriculum
- v. Internship
- vi. Program satisfaction

b. Data collection and timing:

i. Teaching Excellence – At the end of each semester/term, students will be asked to complete the online university course and faculty evaluations, consistent with university policy and procedures.

ii. Exit Evaluations – Students enrolled in the Capstone course will be asked to complete an exit survey at the end of their final semester to assess overall effectiveness of the program, including advising, resources, curricular content, and satisfaction.

iii. Preceptor Evaluations – During the internships, students will be working with preceptors who will serve as their mentors. At the end of the internship, preceptors will be asked to complete an evaluation of the student's performance. The evaluation would serve as a reflection of the student's application of knowledge gained in the program.

c. Benchmarks/Targets to be achieved

i. Course and Faculty Evaluations – Course average score of 4.0 or above (on scale of 1.0 to 5.0) for questions related to faculty effectiveness and course quality would be earned.

ii. Pre-graduate Survey – Exit survey average scores of 4.0 or above (on scale of 1.0 to 5.0) for academic advising, available resources, curricular content, and student satisfaction.

iii. Preceptor Evaluations – Student participation in the internship and project completion demonstrated student preparation and ability to apply knowledge gained in the program.

d. Data Collection and Reporting - The program director will be responsible for initiating and compiling the data noted above. Summary of results of the evaluations will be reported at regular program meetings. The department chair will meet with individual faculty each spring to discuss the results of relative course and faculty evaluations.

Results of evaluations and survey will be used to identify and address changes need to improve the quality of the program and revise curriculum, if necessary.

2. Improving teaching effectiveness. Faculty will attend workshops and participate in professional development activities designed to improve pedagogy and teaching methodology.

3. Program Evaluation. Exit surveys and preceptor evaluations will be used to assess effectiveness of education, critical thinking skills, preparation for position, and overall satisfaction. The program will be assessed yearly according to CAHME accreditation requirements, CEPH accreditation requirements, and SACs requirements.

14) **Accreditation:** Describe disciplinary accreditation requirements associated with the program (if applicable, otherwise indicate NA).

Accreditation by the Commission on Accreditation of Healthcare Management Education (CAHME) is recognized by the Council for Higher Education Accreditation (CHEA) as the accreditation body for health administration programs. CAHME actively promotes continuous improvement in the preparation of future healthcare leaders by developing measurable, competency-based criteria for excellence in healthcare management. CAHME is the only organization recognized to grant accreditation to individual academic programs offering a professional master's degree in healthcare management education and is recognized by the Council on Higher Education Accreditation. CAHME Accreditation is the benchmark for students and employers alike that ensure the integrity of healthcare management education.

The University of Georgia College of Public Health is accredited by the Council on Education for Public Health (CEPH). CEPH is an independent agency recognized by the U.S. Department of Education to accredit schools of public health and public health programs offered in settings other than schools of public health. These schools and programs prepare students for entry into careers in public health. If the school offers other professional degree programs preparing students for related health professions, such as an MHA, CEPH criteria states that students pursuing those degrees must obtain a broad introduction to public health, as well as an understanding of how their discipline-based specializations relate to achieving public health goals. The broad introduction to public health and understanding of the discipline's relation to public health goals must be at least equivalent to three semester credits of coursework that introduce students to core public health knowledge areas and to the breadth of public health. This requirement will be met through the inclusion of PBHL 7100: Fundamentals of Public Health, which is a 3 credit hour required course in the curriculum.

15) **Enrollment Projections:** Provide projected enrollments for the program specifically during the initial years of implementation.

- a) Will enrollments be cohort-based? Yes X or No _____ (place an X beside one)
- b) Explain the rationale used to determine enrollment projections.

The MHA program will use a cohort model, and will have both a spring and fall Cohort each year. Enrollment projections for the program were based upon data available from the Association of University Programs in Health Administration for MHA enrollment at other programs in the Southeast, as noted in the table below.

School	Location	# Admitted Per Year
Armstrong State University	Savannah, GA	20
Georgia State University	Atlanta, GA	Not publicly available
Florida International University	Miami, FL	35
Medical University of South Carolina	Charleston, SC	51
University of Arkansas for Medical Sciences	Little Rock, AR	12
University of Central Florida	Orlando, FL	115
University of Florida	Gainesville, FL	21
University of Kentucky	Lexington, KY	24
University of Memphis	Memphis, TN	31
University of Miami	Miami, FL	37
University of North Carolina at Charlotte	Charlotte, NC	28
University of South Carolina	Columbia, SC	18
University of South Florida	Tampa, FL	24
Average Admitted Per Year		34.67

Enrollment is projected at 20 students for the first 2 years, 10 students per cohort, in order to build the program. Enrollment for years 3 and 4 are projected at 30 students per year, 15 students per cohort, based upon anticipated demand for the program.

	First FY	Second FY	Third FY	Fourth FY
I. ENROLLMENT PROJECTIONS				
Student Majors				
Shifted from other programs	0	0	0	0
New to the institution	20	20	30	30
Total Majors	20	20	30	30
Course Sections Satisfying Program Requirements				
Previously existing	9	17	20	20
New	3	3	0	0
Total Program Course Sections	12	20	20	20
Credit Hours Generated by Those Courses				
Existing enrollments	0	540	660	930
New enrollments	540	540	810	810
Total Credit Hours	540	1080	1470	1740

16) Faculty

- a) Provide the total number of faculty members that will support this program: 18
- b) Provide an inventory of faculty members directly involved with the administration and instruction of the program. Annotate in parentheses the person who holds the role of department chair. For each faculty member listed, provide the information below in tabular form. Indicate whether any positions listed are projected new hires and currently vacant. (Multiple rows can be added to the table.) *Note: The table below is similar to the SACS-COC faculty roster form.*

The Department of Health Policy and Management has grown rapidly in the past two to three years and has recruited top-level faculty members at all ranks. All members of the faculty have outstanding records of teaching and research, and practical experience in the healthcare field. The Department has faculty who have experience with teaching in an MHA program, as well as faculty who are graduates of MHA programs, and faculty from industry.

Faculty Name	Rank	Courses Taught (including term, course number & title, credit hours (D, UN, UT, G))	Academic Degrees & Coursework (relevant to courses taught, including institution & major; list specific graduate coursework, if needed)	Current Workload	Specialization/ Discipline
Stuart Feldman (Department Chair) (P)	Interim Department Head, Professor	Fall & Spring: HPAM 7700 Public Health Ethics, 3, G	PhD in Pharmacy, State University of New York at Buffalo	Teaching: 1 course per semester	Ethics and Leadership
Phaedra Corso (F)	UGA Foundation Professor of Human Health; Director, Economic Evaluation Research Group	Fall & Spring; HPAM 8850 Economic Evaluation, 3, G Methods in Health and Medicine, 3,G	PhD in Health Policy, Harvard University	Teaching: 1 course per semester; Administrative duties	Health Policy, Economic Evaluation

Dale Green (F)	Associate Professor	Fall and Spring: HPAM 4410 Health Informatics and Analytics, 3, U HPAM 8410 Health Informatics I, 3, G	MD, University of NC	.45 Teaching .45 Research .10 Service	Health Informatics, Healthcare Management
Zhuo “Adam” Chen (F)	Associate Professor	Fall: HPAM 7001 Foundations in Health Policy and Management, 3,G Spring: HPAM 3500 Introduction to Health Care Management, 3,U	PhD in Economics, Iowa State University	.475 Teaching, .475 Research, .05 Service	Health Policy, Health Economics
Grace Bagwell Adams (F)	Assistant Professor	Fall, Spring, & Summer: HPAM 7010 Introduction to Health Policy & Management, 3, G	PhD in Public Administration and Policy, University of Georgia	.475 Teaching, .475 Research, .05 Service	Health Policy
Janani Thapa (F)	Assistant Professor	Fall and Spring: HPAM 8600 Health Care Economics, 3, G	PhD in Applied Economics, Texas Tech University	.475 Teaching, .475 Research, .05 Service	Health Care Economics
Micah Gell-Redman (F)	Assistant Professor	HPAM 8400, G	PhD in Political Science, University of	.5 Teaching. .45 Research, .05 Service	Health Policy, Social Experiments, Causal

		<p>HPAM 4615 Politics of Disease control, 3, U</p> <p>HPAM 8615 Politics of Disease control, 3, G</p>	California-San Diego		Inference, Immigrant Health, Disease Control Policy
Lesley Clack (F)	Assistant Professor, Planned MHA Coordinator	<p>Fall: HPAM 3500 Introduction to Health Care Management, 3,U</p> <p>Spring: HPAM 4300 Essentials of Health Care Administration 3, U</p> <p>HPAM 8700 Management of Public Health Organizations, 3, G</p> <p>Summer (Maymester): PBHL 7100 Fundamentals of Public Health</p>	ScD in Health Systems Management, Tulane University	.475 Teaching, .475 Research, .05 Service	Health Care Management/ Administration, Health Informatics
Brittani Harmon (F)	Clinical Assistant Professor	<p>Fall: HPAM 3600: Introduction to Health Policy, 3, U</p> <p>PBHL 9100: Doctor of Public Health Seminar, 3, G</p>	DrPH in Health Services Policy & Management, University of South Carolina	.65 Teaching, .15 Research, .10 Administration .05 Service	Health Policy, Management, and Health Informatics

		<p>HPAM 4600: Advanced Health Policy, 3, U</p> <p>Spring: HPAM 3500: Introduction to Health Care Management, 3, U</p> <p>HPAM 3600: Introduction to Health Policy, 3, U</p> <p>HPAM 4600: Advanced Health Policy, 3, U</p> <p>Summer: HPAM 3600 Introduction to Health Policy, 3, U</p>			
Kerstin Emerson (F)	Clinical Assistant Professor	<p>Spring: GRNT 6750E Aging and Society, 3, G</p> <p>GRNT3000E, Aspects of Aging, 3, U</p> <p>Fall: GRNT 6650 Mental Health and Aging, 3, G</p>	PhD in Gerontology, University of Massachusetts Boston	.688 Instruction .183 Administration .046 Research	Minority Aging, Social Connectedness

		GRNT 7100, Foundations of Aging, 3, G GRNT3000E, Aspects of Aging, 3, U			
Whitney Bignell (F)	Limited- Term Clinical Assistant Professor	Fall: HPAM 3600 Introduction to Health Policy, 3, U Spring: HPAM 3600 Introduction to Health Policy, 3, U Summer: HPAM 3600 Introduction to Health Policy, 3, U	PhD in Foods and Nutrition, University of Georgia	0.37 Research, 0.3 Teaching, 0.25 Outreach, 0.08 Administration	Nutrition- related Health Policy; Online Education
Justin Ingels (F)	Assistant Research Professor	Fall: HPAM 7010 Introduction to Health Policy and Management, 3, G Spring: HPAM 8859 Economic Evaluation in Health Policy, 4, G	MPH in Health Policy and Management, University of Georgia MS in Chemistry, University of Georgia	.75 Research, .2 Teaching, .05 Service	Health Policy, Economic Evaluation
Joel Lee (P)	Professor of Healthcare Administra- tion	Fall & Spring: HPAM 8750 Quality Improvement in Health, 3, G	DrPH in Health Services Organizations	Teaching: 1 course per semester	Health Care Management

			, University of Texas		
Geoffrey P. Cole (P)	Associate Professor	Fall: HPAM 8650, Healthcare Financial Management 3, G	Medical Doctor, Temple University School of Medicine	.2 Teaching	Healthcare Finance
Donald J. Lloyd (P)	Associate Professor	Fall 2016: HPAM 3500 Introduction to Health Care Management, 3, U Spring 2017: HPAM 4300 Essentials of Health Care Administration 3, U HPAM 8890 Strategic Management in Health Care Organizations, 3, G Fall 2017: HPAM 8890 Strategic Management in Health Care Organizations, 3, G HPAM 3750 Special Problems in Health Policy and	PhD in Law & Courts and Public Policy, University of Georgia	.49 Teaching	Health Care Administration, Health Policy

		Management, 3, U			
Michael Martin (P)	Assistant Professor	Fall and Spring: HPAM 8700 Management of Public Health Organizations, 3, G Spring HPAM 8890 Strategic Management in Health Care Organizations, 3, G	MPA in Health Policy and Administratio n, University of Georgia	1.0 Teaching	Health Care Management
Open Position (F)	Department Head				
Open Position (F)	John Drew Endowed Professor in Health Administrati on				Management

F, P: Full-time or Part-time: D, UN, UT, G: Developmental, Undergraduate Non-transferable, Undergraduate Transferable, Graduate

c) Explain how faculty workloads will be impacted by the proposed new program.

The majority of coursework required for the program exists across the HPAM Department and programs in the UGA College of Public Health. The MHA curriculum consists of 14 existing courses and 6 new courses. The 14 existing courses will be taught by existing faculty. The 6 new courses will be taught by Dr. Clack, the planned MHA Coordinator, who will have 50% of her teaching time reallocated to the MHA program. Faculty workloads will remain unchanged.

d) Explain whether additional faculty will be needed to establish and implement the program. Describe the institutional plan for recruiting additional faculty members in terms of required qualifications, financial preparations, timetable for adding faculty, and whether resources were shifted from other academic units, programs, or derived from other sources.

Additional faculty are not required. The department does currently have one open position, which will be filled by a management faculty to provide instruction for coursework within the MHA.

17) Fiscal and Estimated Budget

- a) Describe the resources that will be used specifically for the program.
- b) Budget Instructions: Complete the form further below and **provide a narrative to address each of the following:**
- c) For Expenditures:
 - i. Provide a description of institutional resources that will be required for the program (e.g., personnel, library, equipment, laboratories, supplies, and capital expenditures at program start-up and recurring).
 - All faculty needed for the program are pre-existing. The program consists of HPAM faculty members and faculty in existing courses across the College of Public Health. The program only consists of 6 new courses over the course of the 2-year program of study. Those courses will be taught by existing personnel.
 - Personnel expenditures for the first Fiscal Year are given at the employee's FY17 salary. Each additional year is calculated to account for a 3% increase.
 - The need for administrative staff is limited and is built into existing duties within HPAM. New staff and/or redirection of staff are not needed at this time.
 - Four of the 6 new courses are face-to-face classes and will require classroom space for instructional purposes. All other classes are already offered, thus no further space will be needed.
 - ii. If the program involves reassigning existing faculty and/or staff, include the specific costs/expenses associated with reassigning faculty and staff to support the program (e.g., cost of part-time faculty to cover courses currently being taught by faculty being reassigned to the new program, or portion of full-time faculty workload and salary allocated to the program).

Neither faculty nor staff hiring or reassignments are necessary to support the program. Faculty salary was budgeted based on an average department faculty salary of \$84,742 per person. Average teaching workload in the department is .45 for faculty. Salary calculations were based on reallocation of .5 of teaching workload to the MHA program. This calculation results in an amount of \$19,130 budgeted per course. Year 1 salary calculations include 8 courses, and Years 2, 3, and 4 were budgeted at 12 courses per year. A 3% increase was budgeted for years 2, 3, and 4. One

faculty member will assume responsibility as the MHA Program Coordinator, and 10% of that faculty member's salary has been budgeted as administrative cost.

d) For Revenue:

- i. If using existing funds, provide a specific and detailed plan indicating the following three items: source of existing funds being reallocated; how the existing resources will be reallocated to specific costs for the new program; and the impact the redirection will have on units that lose funding.
 - 1. Source of existing funds being reallocated
Existing faculty lines budgeted for instruction will be utilized to cover program instructional costs. Since these courses are already offered and class size will expand due to enrollment in the new program, funds are being used more efficiently rather than being reallocated.
 - 2. How the existing resources will be reallocated to specific costs for the new program
Instructional time for existing faculty lines will be used to cover the needed program instruction.
 - 3. The impact the redirection will have on units that lose funding
No funding or instruction will be lost as a result of this program.
- ii. Explain how the new tuition amounts are calculated.

Tuition for the MHA program is consistent with the other Department master's program, the MPH. Tuition per student is \$4773 per semester for 12+ semester hours. The tuition includes a differential of \$421 per semester, per student.

Tuition Calculations:

	Fall	Spring	Summer	
Year One				
Fall Cohort 1	12 hrs @ \$4,773 x 10 students	12 hrs @ \$4,773 x 10 students	12 hrs @ \$4,773 x 10 students	\$143,190
Spring Cohort 1		12 hrs @ \$4,773 x 10 students	6 hrs @ \$398/credit hour x 10 students	\$51,710
			Year 1 Total	\$194,900

Year Two				
Fall Cohort 1	12 hrs @ \$4,773 x 10 students	12 hrs @ \$4,773 x 10 students	Graduated	\$95,460
Spring Cohort 1	12 hrs @ \$4,773 x 10 students	12 hrs @ \$4,773 x 10 students	6 hrs @ \$398/credit hour x 10 students	\$99,400
Fall Cohort 2	12 hrs @ \$4,773 x 10 students	12 hrs @ \$4,773 x 10 students	12 hrs @ \$4,773 x 10 students	\$143,190
Spring Cohort 2		12 hrs @ \$4,773 x 10 students	6 hrs @ \$398/credit hour x 10 students	\$51,710
			Year 2 Total	\$389,800
Year Three				
Fall Cohort 1	Graduated	Graduated	Graduated	
Spring Cohort 1	12 hrs @ \$4,773 x 10 students	Graduated	Graduated	\$47,730
Fall Cohort 2	12 hrs @ \$4,773 x 10 students	12 hrs @ \$4,773 x 10 students	Graduated	\$95,460
Spring Cohort 2	12 hrs @ \$4,773 x 10 students	12 hrs @ \$4,773 x 10 students	6 hrs @ \$398/credit hour x 10 students	\$99,440
Fall Cohort 3	12 hrs @ \$4,773 x 15 students	12 hrs @ \$4,773 x 15 students	12 hrs @ \$4,773 x 15 students	\$214,785
Spring Cohort 3		12 hrs @ \$4,773 x 15 students	6 hrs @ \$398/credit hour x 15 students	\$77,565
			Year 3 Total	\$534,980
Year Four				
Fall Cohort 1	Graduated	Graduated	Graduated	

Spring Cohort 1	Graduated	Graduated	Graduated	
Fall Cohort 2	Graduated	Graduated	Graduated	
Spring Cohort 2	12 hrs @ \$4,773 x 10 students	Graduated	Graduated	\$47,730
Fall Cohort 3	12 hrs @ \$4,773 x 15 students	12 hrs @ \$4,773 x 15 students	Graduated	\$143,190
Spring Cohort 3	12 hrs @ \$4,773 x 15 students	12 hrs @ \$4,773 x 15 students	6 hrs @ \$398/credit hour x 15 students	\$149,160
Fall Cohort 4	12 hrs @ \$4,773 x 15 students	12 hrs @ \$4,773 x 15 students	12 hrs @ \$4,773 x 15 students	\$214,785
Spring Cohort 4	12 hrs @ \$4,773 x 15 students	12 hrs @ \$4,773 x 15 students	6 hrs @ \$398/credit hour x 15 students	\$77,565
			Year 4 Total	\$632,430

- iii. Explain the nature of any student fees listed (course fees, lab fees, program fees, etc.). Exclude student mandatory fees (i.e., activity, health, athletic, etc.).

No additional fees are to be charged at this time.

- iv. If revenues from Other Grants are included, please identify each grant and indicate if it has been awarded.

N/A

- v. If Other Revenue is included, identify the source(s) of this revenue and the amount of each source.

N/A

- e) When Grand Total Revenue is not equal to Grand Total Costs:

- i. Explain how the institution will make up the shortfall. If reallocated funds are the primary tools being used to cover deficits, what is the plan to reduce the need for the program to rely on these funds to sustain the program?

N/A There is no shortfall because there is no new cost as a result of this program.

- ii. If the projected enrollment is not realized, provide an explanation for how the institution will cover the shortfall.

If enrollments do not match projections, there will not be a budget shortfall or any additional cost to the University, as these courses will continue to be taught by existing faculty members. One faculty member, Dr. Clack, who is the planned MHA Coordinator, will have 50% of her teaching time reallocated to the MHA program. If the MHA program does not reach projected enrollment, Dr. Clack's teaching time will be reallocated to the MPH program.

I. EXPENDITURES	First FY Dollars	Second FY Dollars	Third FY Dollars	Fourth FY Dollars
Personnel – reassigned or existing positions				
Faculty (see 15.a.ii)	\$152,536.00	\$235,668.00	\$242,737.53	\$250,020.24
Part-time Faculty (see 15 a.ii)	0	0	0	0
Graduate Assistants (see 15 a.ii)	0	0	0	0
Administrators(see 15 a.ii)	\$8,250.00	\$8,497.50	\$8,752.43	\$9,015.00
Support Staff (see 15 a.ii)	0	0	0	0
Fringe Benefits	\$12,787.50	\$13,171.13	\$13,566.26	\$13,973.25
Other Personnel Costs	0	0	0	0
Total Existing Personnel Costs	\$173,573.10	\$257,336.13	\$265,056.22	\$273,008.50

EXPENDITURES (Continued)				
Personnel – new positions (see 15 a.i)				
Faculty				
Part-time Faculty				
Graduate Assistants				
Administrators				
Support Staff				
Fringe Benefits				
Other personnel costs				
Total New Personnel Costs	\$0	\$0	\$0	\$0

Start-up Costs (one-time expenses) (see 15 a.i)				
Library/learning resources				
Equipment				
Other				

Physical Facilities: construction or renovation (see section on Facilities)				
Total One-time Costs	\$0	\$0	\$0	\$0

Operating Costs (recurring costs – base budget) (see 15 a.i)				
Supplies/Expenses	\$1,000	\$1,000	\$1,000	\$1,000
Travel	\$5,000	\$5,000	\$5,000	\$5,000

Equipment	0	0	0	0
Library/learning resources	0	0	0	0
Other	0	0	0	0
Total Recurring Costs	\$6,000	\$6,000	\$6,000	\$6,000
GRAND TOTAL COSTS	\$179,573.10	\$263,336.13	\$271,056.22	\$279,008.50
III. REVENUE SOURCES				
Source of Funds				
Reallocation of existing funds (see 15 b.i)	0	0	0	0
New student workload				
New Tuition (see 15 b.ii)	\$194,900	\$389,800	\$534,980	\$632,430
Federal funds	0	0	0	0
Other grants (see 15 b.iv)	0	0	0	0
Student fees (see 15 b.iii) Exclude mandatory fees (i.e., activity, health, athletic, etc.).	0	0	0	0
Other (see 15 b.v)	0	0	0	0
New state allocation requested for budget hearing	0	0	0	0
GRAND TOTAL REVENUES	\$194,900	\$389,800	\$534,980	\$632,940
Nature of Revenues				
Recurring/Permanent Funds	0	0	0	0
One-time funds	0	0	0	0
Projected Surplus/Deficit (Grand Total Revenue – Grand Total Costs) (see 15 c.i. & c.ii).	\$15,326.90	\$126,436.87	\$263,923.78	\$353,421.51

Expenditures:

Personnel: The instructional cost for the program was calculated based on an average department faculty salary of \$84,742 per person. Average teaching workload in the department is .45 for faculty. Salary calculations were based on reallocation of .5 of teaching workload to the MHA program. This calculation results in an amount of \$19,130 budgeted per course. Year 1 salary calculations include 8 courses, and Years 2, 3, and 4 were budgeted at 12 courses per year. A 3% increase was budgeted for years 2, 3, and 4. One faculty member will serve as the MHA Program Coordinator, and 10% of their salary was budgeted as administrative cost.

Operating Costs: These recurring costs include the annual cost of supplies (stationary, printer cartridges) and faculty travel to professional/industry conferences.

Revenues: The source of revenues for the proposed program will be through new tuition. The revenue calculations use the tuition rate of \$4,773 for 12+ semester hours. The program's revenues will be sufficient to cover annual expenses from the inception of the program. As shown in the table above, the program will end in a projected surplus in the first year. Any net

surplus generated from the program will be redirected towards student activities and faculty support and development within the department.

18) Facilities/Space Utilization for New Academic Program Information

Facilities Information — Please Complete the table below.

		Total GSF
a.	Indicate the floor area required for the program in gross square feet (gsf). When addressing space needs, please take into account the projected enrollment growth in the program over the next 10 years.	10,000
b.	Indicate if the new program will require new space or use existing space. (Place an “x” beside the appropriate selection.)	
	Type of Space	Comments
i.	Construction of new space is required (x).-→	N/A
ii.	Existing space will require modification (x). →	N/A
iii.	If new construction or renovation of existing space is anticipated, provide the justification for the need.	N/A
iv.	Are there any accreditation standards or guidelines that will impact facilities/space needs in the future? If so, please describe the projected impact.	N/A
v.	Will this program cause any impact on the campus infrastructure, such as parking, power, HVAC, other? If yes, indicate the nature of the impact, estimated cost, and source of funding.	N/A
vi.	Indicate whether existing space will be used.	X Existing facilities will be sufficient.
c.	If new space is anticipated, provide information in the spaces below for each category listed:	
i.	Provide the estimated construction cost.	N/A
ii.	Provide the estimated total project budget cost.	N/A
iii.	Specify the proposed funding source.	N/A
iv.	What is the availability of funds?	N/A
v.	When will the construction be completed and ready for occupancy? (Indicate semester and year).	N/A
vi.	How will the construction be funded for the new space/facility?	N/A
vii.	Indicate the status of the Project Concept Proposal submitted for consideration of project authorization to the Office of Facilities at the BOR. Has the project been authorized by the BOR or appropriate approving authority?	N/A
d.	If existing space will be used, provide information in the space below.	

	Provide the building name(s) and floor(s) that will house or support the program. Indicate the campus, if this is part of a multi-campus institution and not physically located on the main campus. Please do not simply list all possible space that could be used for the program. We are interested in the actual space that will be used for the program and its availability for use.			
	Offices for existing faculty are on the Health Sciences Campus in Wright Hall on Floors 1, 2, and 3. Adequate classroom space exists in Russell Hall on the Health Sciences Campus.			
e.	List the specific type(s) and number of spaces that will be utilized (e.g. classrooms, labs, offices, etc.)			
i.	No. of Spaces	Type of Space	Number of Seats	Assignable Square Feet (ASF)
	2	Classrooms	30	2,000
	0	Labs (dry)	0	0
	0	Labs (wet)	0	0
	0	Meeting/Seminar Rooms	0	0
	15	Offices		10,000
	0	Other (specify)		0
Total Assignable Square Feet (ASF)				12,000
ii.	If the program will be housed at a temporary location, please provide the information above for both the temporary space and the permanent space. Include a time frame for having the program in its permanent location.			
	N/A			
Chief Business Officer or Chief Facilities Officer Name & Title		Phone No.	Email Address	
		Signature		
<i>Note: A Program Manager from the Office of Facilities at the System Office may contact you with further questions separate from the review of the new academic program.</i>				

APPENDIX A

Use this section to include letters of support, curriculum course descriptions, and recent rulings by accrediting bodies attesting to degree level changes for specific disciplines, and other information.

Descriptions for New Courses
HPAM 7150 US Health Care Delivery Systems (3 credit hours)
An overview of the systems of health care delivery and financing in the United States, including public and private payers and insurers as well as public and private providers of health services. Current institutional structures and delivery systems are described, as are the evolving health needs of Americans. Emphasis is placed upon the basic concepts and issues that are associated with the management and regulation of health care providers and the delivery of services.
HPAM 7250 Human Resources Management in Health Care (3 credit hours)
A study of the various human resources functions in health services organizations, including training, motivation, and direction of employees with an emphasis on maintaining productivity and morale at a high level. Topics include selection, compensation, financial incentives, work standards, and leadership. Current social, behavioral, and legal issues are discussed from a human resources management perspective.
HPAM 7350 Organizational Theory & Behavior in Health Care (3 credit hours)
An introduction to the fields of organization theory and organizational behavior, including the historical and contemporary theories of organizational and human behavior, and their application to the management of health services organizations. Topics covered included organizational governance, design, and structure, organizational ethics, and the role of managers as a professional within the health services organization. Case studies and skill building exercises are utilized to provide a deeper understanding of organizational issues, such as motivation, leadership, communication, interpersonal conflict, and group dynamics.
HPAM 7560 Internship in Health Administration (3 credit hours)
Practical experience in health administration through placement in appropriate field experiences. The internship is intended to provide MHA students with opportunities to apply theories and techniques learned in the classroom to actual situations, issues or problems within the health care community, and administrative work experience in a health care facility for a concentrated ten-week period of time.
HPAM 7800 Capstone Project in Health Administration (3 credit hours)
A culminating experience that uses a combination of team-based learning, classroom participation/discussion and project management of a comprehensive project that is supervised by a faculty member and/or practitioner/preceptor. Content experts and

outside speakers may be invited to help enrich the learning experience. The focus of each student's project is determined by their needs and interests, however, the scope and implementation of student projects is expected to meet a defined standard of rigor.
HPAM 8500 Health Care Data Analytics (3 credit hours)
Survey of the methods that are commonly employed in the analysis of healthcare data commonly extracted from healthcare information systems such as electronic health records.

Descriptions for Existing Courses
BIOS 7010 Introductory Biostatistics I (3 credit hours)
Introductory statistics with applications to medical and biological problems. Topics to be covered include biostatistical design in health research, data collection and management, and introductory concepts and methods of statistical data analysis.
HPAM 7400 Public Health, Law, & Society (3 credit hours)
Overview of the United States legal system affecting public health, healthcare, and the environment. A survey of the legal and regulatory process, an introduction to the major health and environmental statutes, and an overview of the tort system.
HPAM 7700 Public Health and Healthcare Ethics (3 credit hours)
Survey of ethical issues facing healthcare providers in the United States and the public health system. Students will be required to think critically about ethical issues in health care today, analyze complex situations, and develop a personal position and will be active participants leading weekly discussions from the reading.
HPAM 8400 Policy Analysis in Public Health (3 credit hours)
In-depth look at major health politics and policy issues confronted by a broad spectrum of public and private sectors. This course will provide students with an understanding of the theoretical and practical basis for developing policies to improve health in a variety of health care settings.
HPAM 8410 Health Informatics I (3 credit hours)
Examination of informatics in the U.S. health environment, data security and privacy, informatics terminology and technology, data standards, and health data sets. Students receive hands-on experience analyzing de-identified data sets utilizing data visualization software and devising a management operations plan from their results.
HPAM 8600 Health Economics (3 credit hours)
Health economics presents students with a theoretical and analytical overview of the tools needed to address such topics as rising health care costs, the government role in health care, and health care reform. Topics will include the economic determinants of

health, the market for medical care, the market for health insurance, the role of the government in health promotion, environmental health, health care and health care reform, and cost-benefit analysis.
HPAM 8650 Healthcare Finance (3 credit hours)
Introduction to financial management, financial analysis, and financial decision-making within the healthcare environment. Basic financial management concepts will be explored to answer questions such as which projects to finance, how to finance short-term operations, and how to finance long-term projects within the healthcare setting.
HPAM 8700 Management of Public Health Organizations (3 credit hours)
Public health professionals assume leadership roles in organizations where they are responsible for planning, organizing, staffing, coordinating, reporting, and budgeting of activities. This course is designed to stimulate critical thinking about modern public health administrative issues, address MPH core competencies, and develop selected management techniques and perspectives.
HPAM 8720 Marketing of Health Care Organizations (3 credit hours)
An introduction to marketing from a health care perspective. The role and function of marketing in health care organizations will be discussed using consumer, competitor, and company analyses. Topics include decision making for consumers and the organization, use of marketing research, target markets, position and competition, branding of services, and ethical considerations.
HPAM 8750 Quality Improvement in Health (3 credit hours)
Introduction to quality improvement in public health and health care delivery from a multi-stakeholder perspective. Theoretical basis for continuous learning at the individual, organization and systems levels presented, with practical skills acquired through case analysis and planning of improvement programs. Specific focus placed on systems thinking, process analysis, and redesign.
HPAM 8840 Managerial Epidemiology (3 credit hours)
This course is designed to apply epidemiological principles and tools to decision-making in a health care environment. It builds upon fundamental epidemiologic principles and theory and will enable students to develop advanced knowledge in statistics, population health management, and assessment of medical care processes and outcomes in public health services.
HPAM 8890 Strategic Management in Health Care Organizations (3 credit hours)
Advanced concepts, principles, and practices involved in strategic management. A case-based approach focused on the complex, real-world challenges encountered in both public and private health care settings will be employed. The course will address principles and methods of strategic assessment, strategy formulation, evaluation, implementation, and control.

<p>HPAM 8920 Practice Management Consulting in Health Care (3 credit hours)</p> <p>Practice management consulting skills and principles. Course will focus on skills necessary to successfully complete a short- term consulting engagement with a physician practice. The students will gather data, research the problem, prepare a report, and present their report to the principals of the practice.</p>
<p>PBHL 7100 Fundamentals of Public Health (3 credit hours)</p> <p>Provides an overview of public health, with an emphasis on the population perspective and cross-cutting nature of public health, including the population impacts of healthcare systems, environmental and social/behavioral influences on the health of the public, theoretical models and concepts, and historic and contemporary issues.</p>

Approvals on File

Proposal: New Major in Health Administration (M.H.A.)

College: College of Public Health

Department: Health Policy and Management

Proposed Effective Term: Fall 2019

Department:

- Health Policy and Management Interim Department Head, Dr. Stuart Feldman, 1/5/2018

School/College:

- College of Public Health Dean, Dr. Phillip Williams, 1/5/2018

Graduate School:

- Graduate School Dean, Dr. Suzanne Barbour, 3/15/2018