MEMORANDUM

TO: Robert Gold
    Dean, School of Public Health

FROM: Phyllis Peres
      Associate Provost for Academic Planning and Programs

SUBJECT: Proposal to add a Master of Health Administration (PCC log no. 06025)

On June 22, the Board of Regents approved your proposal to create a Master of Health Administration. The Maryland Higher Education Commission gave their approval on June 27. Attached please find the approved proposal and copies of the approval letters from the Chancellor and MHEC.

The Master of Health Administration is effective Fall 2007. The School of Public Health should ensure that the program is fully described in the Graduate Catalog and in all relevant descriptive materials, and that all advisors are informed.

CWR/

Enclosure

cc: Richard Ellis, Chair, Senate PCC Committee
    Sarah Bauder, Office of Student Financial Aid
    Mary Giles, University Senate
    Barbara Hope, Data Administration
    Anne Turkos, Archives
    Linda Yokoi, Office of the Registrar
    Mary Ann Ottinger, Graduate School
    Blakely Pomietto, School of Public Health
Dr. C. D. Mote, Jr.
President
University of Maryland, College Park
1101 Main Administration Building
College Park MD 20742

Dear Dr. Mote:

The Maryland Higher Education Commission has reviewed a request from the University of Maryland, College Park to offer a new Master of Health Administration. I am pleased to inform you that the new program has been approved. This decision was based on an analysis of the program in conjunction with the Maryland Higher Education Commission’s Policies and Procedures for Academic Program Proposals and the Maryland State Plan for Postsecondary Education. The program demonstrates potential for success, an essential factor in making this decision.

For purposes of providing enrollment and degree data to the Commission, please use the following HEGIS and CIP codes:

<table>
<thead>
<tr>
<th>Program Title</th>
<th>Degree Level</th>
<th>HEGIS</th>
<th>CIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Administration</td>
<td>Master’s</td>
<td>1202-00</td>
<td>51.2211</td>
</tr>
</tbody>
</table>

Should the program require any substantial changes in the future, please keep the Commission apprised. I wish you continued success.

Sincerely,

James E. Lyons, Sr.
Secretary of Higher Education

JEL:DES:ggs

cc: Ms. Theresa Hollander, USM
June 26, 2007

Dr. C.D. Mote, Jr.
University of Maryland, College Park
1101 Main Administration Building
College Park, MD 20742

Dear Dan:

This is to officially inform you that the Board of Regents, meeting in executive session on Friday, June 22, 2007 at University of Maryland, College Park, approved the following new academic program proposals for UMCP:

- Master of Health Administration
- Ph.D. in Health Services
- Ph.D. in Epidemiology
- Ph.D. in Maternal and Child Health

The Education Policy Committee, meeting on June 5, 2007, recommended approval.

Sincerely,

[Signature]

William E. Kirwan
Chancellor

WEK/tm

cc: Irwin Goldstein
    Janice Doyle
THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM PROPOSAL

DIRECTIONS:
- Provide one form with original approval signatures in lines 1 - 4 for each proposed action. Keep this form to one page in length.
- Early consultation with the Office of the Associate Provost for Academic Planning Programs is strongly recommended if there are questions or concerns, particularly with new programs.
- Please submit the signed form to Claudia Rector, Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.
- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

DATE SUBMITTED: 1/19/07

COLLEGE/SCHOOL: Health and Human Performance

DEPARTMENT/PROGRAM: Department of Health Services Administration

PROPOSED ACTION (A separate form for each) ADD ___ X ____ DELETE _____ CHANGE____

DESCRIPTION (Provide a succinct account of the proposed action. Details should be provided in an attachment. Provide old and new sample programs for curriculum changes.)

Create a new Master of Health Administration (MHA) program.

JUSTIFICATION/REASONS/RESOURCES (Briefly explain the reason for the proposed action. Identify the source of new resources that may be required. Details should be provided in an attachment.)

See attached.

=====================================
APPROVAL SIGNATURES DATE
1. Department Committee Chair
2. Department Chair
3. College/School PCC Chair
4. Dean
5. Dean of the Graduate School (if required)
6. Chair, Senate PCC
7. Chair of Senate
8. Vice President for Academic Affairs Provost

PCC LOG NO. 06025
PROPOSAL FOR
A NEW PROGRAM SUBMITTED BY A
UNIVERSITY SYSTEM OF MARYLAND INSTITUTION IN ACCORD
WITH SECTION 11-206.1 OF THE ANNOTATED CODE
OF MARYLAND

University of Maryland, College Park

Master of Health Administration (MHA)

HEGIS: CIP:

Department of Health Services Administration
Laura B. Wilson, Ph.D., Chair
Unit Offering the Program
Contact Person

Master of Health Administration (MHA)
Fall 2007
Degree to be Awarded
Proposed
I. OVERVIEW and RATIONALE

A. Briefly describe the nature of the proposed program and explain why the institution should offer it. [You may want to refer to student demand, market demand for graduates, institutional strengths, disciplinary trends, synergy with existing programs, and/or institutional strategic priorities.]

Goal and Contribution to UMCP Strategic Priorities

The Department of Health Services Administration (HLSA) is proposing to offer a Master in Health Administration (MHA) program at the University of Maryland, College Park (UMCP). The MHA program is designed to give students a strong knowledge base in health care management and health services delivery systems and an understanding of the basic and core principles of public health. The overarching goals of the U.S. Health Resources and Services Administration (HRSA) are to improve access to health care, improve health outcomes, improve the quality of health care, eliminate health disparities, improve the public health and health care systems, enhance the ability of the health care system to respond to public health emergencies, and achieve excellence in management practices (HRSA, 2006). Students who complete the MHA degree will possess the knowledge and skills needed to address these challenges and to manage today’s complex health care organizations.

The Department of HLSA builds upon the expertise, resources, and capacities of the Center on Aging in the College of Health and Human Performance (HLHP). All personnel, budget, and space currently associated with the Center on Aging are now being directed to fulfilling both the mission and requirements of the new department and the Center on Aging. The Center on Aging, established in 1974, offers a Graduate Gerontology Certificate and conducts health services and policy research with a focus on aging. Faculty and staff currently affiliated with the Center on Aging hold appropriate degrees in health services and health policy that are relevant and necessary for the new graduate health services degrees.

The proposed MHA program addresses UMCP’s mission to “continue to build a strong, university-wide culture of graduate and professional education” and to provide knowledge-based programs and services that are responsive to the needs of the citizens of the state and the nation. The MHA program is also well positioned to engage the University more fully in outreach and collaborative partnerships with the greater community. Faculty and graduate students in the MHA program will collaborate with relevant health care delivery and health policy institutions at the local, state, and national levels with the goal of resolving critical health service problems and answering important questions related to health systems.

To achieve accreditation as a School of Public Health, the Council on Education for Public Health (CEPH) requires that master’s programs be offered in five core public health disciplines: biostatistics, epidemiology, environmental health sciences, health services administration, and social and behavioral sciences. The proposed MHA degree meets the requirement for a master’s program in the area of health services administration. The MHA is a rigorous, multi-disciplinary program with coursework in public health services management/administration, health services information systems, health law and policy, health economics, financial management, marketing, communications, assessment/evaluation, and health care leadership, as well as in the core public health disciplines.

The MHA program will be a great asset to the state of Maryland and the mid-Atlantic region. To find another public university or college with an accredited School of Public Health offering the MHA degree, it would be necessary to travel northwest to Ohio State University or south to the University of North Carolina. A unique benefit of the UMCP program is its proximity to the epicenter of health policy and health care management in our nation’s capital. Students in this program will have a rare opportunity to
take full advantage of the resources available in health research and policy institutes; federal, state, and county health agencies; and private health care organizations.

**Market Demand for Graduates**

In recent years there has been increasing national interest in the field of health services administration, driven by rising health care costs, almost 47 million uninsured Americans, the aging of the population, growing health disparities, and the rise in manmade and natural disasters such as 9-11 and Hurricane Katrina. Amelioration of any of these problems will require professionals with a strong knowledge base in health care management and health services delivery systems. The proposed MHA program will provide this training, addressing local, state, and national issues in health care services, health care delivery and management, health services policy, disparities in access to care, long term care, chronic disease and disability care, and financing and economics in public health services delivery.

Data from the American Public Health Association (APHA, 2004) documents the urgent need for qualified, graduate level public health professionals to tackle emerging challenges in health services administration. Americans are now spending approximately one seventh of the gross domestic product on health-related expenditures (Smith, Cown, Sensenig, Catlin, 2006). At the same time, the American Public Health Association (APHA) estimates that 50% of the federal public health workforce and 25% of state public health employees will retire within the next five years (APHA, 2004). APHA has concluded that this anticipated attrition in the public health workforce cannot be solved through existing training programs and recruitment efforts.

**Student Demand**

The Association of Schools of Public Health (ASPH) reports significant growth in applications for graduate degrees in public health between 1994 and 2004 (ASPH, 2005). The Association projects that the job outlook for master’s level graduates in health administration in quite promising. There is a high demand for well trained professionals to manage the many complex health-related organizations including hospitals, long term care facilities, managed care organizations, rehabilitation agencies, public health clinics, and state agencies. With the impending retirement of the first wave of baby boomers, public health and health care organizations face large scale losses of middle and executive level administrators (APHA, 2004).

Currently, the University has two neighboring institutions with CEPH-accredited schools of public health, offering master’s degrees with an emphasis in health services administration or health care management: The Johns Hopkins University in Baltimore and The George Washington University in Washington, DC. Johns Hopkins offers a Master of Health Science degree in Health Finance and Management and a Master of Health Science degree in Health Policy, but does not offer a master’s degree in health services administration. George Washington University offers a Master of Health Services Administration (accredited by the Commission on Accreditation of Health Care Management Education/CAHME), as well as a MPH in Health Policy and a Master of Public Health Management (accredited by CEPH). Both of these universities are private.

Two universities in the University System of Maryland—University of Maryland, Baltimore (UMB) and University College—offer programs that are related but distinctly different from the MHA program being proposed at UMCP. UMB has a 36- to 45-credit Master of Science degree in Health Systems Management in the School of Public Affairs with courses offered exclusively on Saturdays. University College has a 36-credit program in health care administration at College Park, Shady Grove, and other sites, as well as an online curriculum with health administration courses, but no public health content. Neither institution offers a health services program accredited by CAHME.
All five of our aspirational peer institutions, including UCLA, University of Michigan, University of California, Berkeley, University of North Carolina at Chapel Hill, and University of Illinois at Urbana-Champaign, offer programs similar to the MHA that are CEPH accredited. All of the programs are accredited by CAHME except the Master of Science in Community Health with a specialization in Health Policy and Administration in the College of Applied Health Sciences at the University of Illinois at Urbana-Champaign. (The School of Public Health is at the University of Illinois at Chicago campus.)

The Department of Health Services Administration at UMCP will train future public health professionals and leaders by offering high quality, affordable degrees, and by conducting research that is responsive to the health care needs of the Maryland public. The many geographic advantages of our University, including students’ access to public and private health care service systems and health policy institutes, promise to attract excellent graduate students to the MHA program.

B. How big is the program expected to be? From what other programs serving current students, or from what new populations of potential students, onsite or offsite, are you expecting to draw?

The proposed MHA program is likely to draw students from a number of baccalaureate programs on campus, including, public and community health, family studies, psychology, sociology, and environmental science and policy. The program will also be expected to draw graduates from other regional and national institutions, as well as practicing professional seeking to advance in their public health careers.

The Department of HLSA estimates that within 6 years of the inception of the MHA program, it will be serving about 30 students. Approximately 18 of these students will be enrolled full-time and 12 will be part-time. Other graduate students in the School of Public Health will also enroll in our courses and/or in the Gerontology Certificate Program, including students in the Departments of Public and Community Health, Family Studies, Kinesiology, and Epidemiology and Biostatistics, and the Maryland Institute for Applied Environmental Health. Courses in the MHA program should also draw students from the School of Public Policy, the College of Behavioral and Social Sciences, and other units on campus.

II. CURRICULUM

A. Provide a full catalog description of the proposed program, including educational objectives and any areas of concentration.

The Master of Health Administration (MHA) is a professional degree for students wishing to pursue management careers in health systems, hospitals, consulting firms, managed care organizations, insurance firms, medical group practices, government agencies, and other healthcare settings. Students acquire core public health knowledge, in-depth understanding of health care management and health services delivery systems, and the leadership skills needed to manage complex health care organizations.

The proposed MHA program in Health Services Administration will provide students with:

a) Comprehensive knowledge of management tools to structure, market, position, and govern health organizations to achieve optimum performance.

b) In-depth understanding of the financial management of health organizations.

c) High level leadership skills, including the ability to foster change management, facilitate positive interpersonal relations, resolve conflict, manage human resources and health professionals in diverse organizational environments, and communicate clearly in written and oral media.

d) Ability to analyze, synthesize, and manage health information including data collection, statistical and non-statistical analyses, and interpretation of economic and other data for decision-making.
e) Knowledge of legal and ethical issues related to the management and delivery of health services, and the ability to apply them to clinical and business decisions.

f) Skills in the formulation, implementation, and evaluation of health policy.

g) Understanding of the health status of populations, determinants of health and illness, and health risks and behaviors in diverse populations.

h) Skills to manage change within health care organizations in diverse communities.

i) Expertise in quality assessment of business practices and health care delivery systems, focusing on process and outcome measures and strategies for improvement.

j) Preparation for health services administration careers in the public, non-profit, and private sectors.

B. List the courses (number, title, semester credit hours) that would constitute the requirements and other components of the proposed program. Provide a catalog description for any courses that will be newly developed or substantially modified for the program.

Students will enter the MHA program in the HLSA Department with a baccalaureate degree. The proposed MHA program requires 51-54 credit hours, including a public health core (15 credits), a health services core (30 credits), an internship (3 credits), and a capstone project (3 credits) or thesis (6 credits). Students completing a thesis take an additional 3 credits (for a total of 6 thesis credits) so their degree is 54 credits. Completion of the thesis increases students’ competitiveness for acceptance into doctoral programs in health services, including the proposed Ph.D. program in Health Services at UMCP.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Public Health Core</strong> (15 credits)</td>
<td></td>
</tr>
<tr>
<td>EPIB 650 Biostatistics I</td>
<td>3</td>
</tr>
<tr>
<td>EPIB 610 Foundations of Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>HLSA 601 Introduction to Health Systems</td>
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</tr>
<tr>
<td>HLTH 665 Health Behavior I</td>
<td>3</td>
</tr>
<tr>
<td>MIEH 600 Foundations of Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td><strong>Health Services Core</strong> (30 credits)</td>
<td></td>
</tr>
<tr>
<td>HLSA 702 Politics and Policy of Health</td>
<td>3</td>
</tr>
<tr>
<td>HLSA 710 Foundations of Healthcare Management</td>
<td>3</td>
</tr>
<tr>
<td>HLSA 711 Health Care Economics and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>HLSA 720 Health Law and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>HLSA 730 Human Resources and Supervision</td>
<td>3</td>
</tr>
<tr>
<td>HLSA 740 Strategic Planning and Marketing</td>
<td>3</td>
</tr>
<tr>
<td>HLSA 750 Management Information Systems in Health Care Organizations</td>
<td>3</td>
</tr>
<tr>
<td>HLSA 760 Financial Management of Health Organizations</td>
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<tr>
<td>HLSA 770 Continuous Quality Improvement</td>
<td>3</td>
</tr>
<tr>
<td>HLSA 772 Health Care Leadership and Communications</td>
<td>3</td>
</tr>
<tr>
<td><strong>Capstone (6-9 credits)</strong></td>
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<tr>
<td>HLSA 785 Internship in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>HLSA 786 Capstone Project in Public Health or HLSA 799 Thesis</td>
<td>3 or 6</td>
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<tr>
<td><strong>Total Credits for Proposed MHA Program</strong></td>
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</tbody>
</table>
Courses for HLSA MHA Program
Course descriptions are provided below; new courses are indicated with an asterisk.

EPIB 610 Foundations of Epidemiology: Overview of the discipline of epidemiology, basic concepts and methods, and applications of epidemiology to health and disease.

EPIB 650 Biostatistics I: Basic descriptive concepts and procedures for inferential statistics; focus on applications, hands-on experience, and interpretation of statistical results.

HLSA 601 Introduction to Health Systems: Overview of the major elements of the American health care system and its driving forces. Examination of current health policy issues in a historical, economic, and political context.

HLSA 702 Politics and Policy of Health*: Organizational and financial components of the U.S. health care system, including social and political forces that bind the system. Advanced political analysis of the health care system, including key issues and problems.

HLSA 710 Foundations of Health Care Management*: Examination of managerial activities essential to achieving the goals of health care institutions. Effects of environment, technology, and human behavior on organizational design, including planning and decision-making required to operate and change health care organizations.

HLSA 711 Health Care Economics and Analysis*: Analysis of health as an economic good using microeconomic theories and the behavior of health care providers, consumers, markets, and firms. Examination of market economics and the health care economy, including market competition, the supply and demand of medical care and health insurance, long term care, the role of government, and equity issues. Prerequisite: College level microeconomics course.

HLSA 720 Health Law and Ethics*: Analysis of health issues from a legal perspective, including important concepts addressed by the law within the context of health services administration. Legal rights and duties of health care professionals and consumers of health care. Examination of ethical issues in health care delivery and administration.

HLSA 730 Human Resources Management*: Principles and methods of human resources management, including job analysis, recruitment, selection, employment, retention, training/development, compensation, performance appraisal, and labor relations.

HLSA 740 Strategic Planning and Marketing*: Overview of strategic management and marketing concepts/principles needed to lead the strategic planning process in a health care organization. Examination of social, political, technological, regulatory, and competitive factors that influence the success of health services organizations.

HLSA 750 Management Information Systems in Health Care Organizations*: Overview of the analysis, design, selection, installation, use, management, and evaluation of information systems in health care settings. Prerequisite: College level financial accounting course.

HLSA 760 Financial Management of Health Care Organizations*: Overview of financial management in health services with an emphasis on payment systems, time value of money, financial risk, debt and equity financing, cost of capital, financial forecasting, working capital management, and capitation and rate setting. Use of accounting and financial theories, principles, and techniques in the decision-making of health care administrators.
**HLSA 770 Continuous Quality Improvement**: Historical and current, state-of-the-art use of tools to promote and assess health care quality. Focus on critical quality problems that exist in health care organizations and the leadership skills required to prevent and remedy these issues.

**HLSA 772 Health Care Leadership and Communications**: Transformational leadership skills and knowledge related to health, financial, social, and technological challenges facing health service administrators. Application of leadership models to critical issues in health care organizations.

**HLSA 785 Internship in Public Health**: Internship and seminar providing an opportunity to apply previously acquired knowledge and skills in a health or allied health organization. Setting of the internship will depend upon the student’s background and career goals. Prerequisite: Permission of the Department.

**HLSA 786 Capstone Project in Public Health**: Capstone experience providing opportunity to apply knowledge and skills to a specific public health problem or issue. Completion of a project relevant to public health under the direction of an advisor. Prerequisite: Permission of the Department.

**HLTH 665 Health Behavior I**: The psychological, social psychological, and sociological theories of health behavior. The relation of health knowledge, beliefs, attitudes, intentions, and behavior to preventive, illness, sick-role, and health utilization behaviors.

**MIEH 600 Foundations of Environmental Health**: Overview of the major principles, methods, and issues of environmental health. Emphasis on common chemical, biological, and physical contaminants of the air, water, soil, food, and workplace, as well as their known health effects on humans. Discussion of real-world examples of significant past and current events, and effective approaches to abatement and prevention.

**Sample Student Schedule**

Below are tables showing how a typical MHA student can complete the required coursework over a two-year period as a full-time student and over a three-year timeframe as a part-time student.

### Student Schedule for Full-time MHA, Master of Health Administration

<table>
<thead>
<tr>
<th>Fall 1 (12)</th>
<th>Spring 1(12)</th>
<th>Summer (3)</th>
<th>Fall 2 (12)</th>
<th>Spring 2 (12-15)</th>
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<tbody>
<tr>
<td>EPIB 610*</td>
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<td>HLSA 740</td>
</tr>
<tr>
<td>EPIB 650*</td>
<td>MIEH 600*</td>
<td></td>
<td>HLSA 730</td>
<td>HLSA 772</td>
</tr>
<tr>
<td>HLSA 601*</td>
<td>HLSA 702</td>
<td></td>
<td>HLSA 770</td>
<td>HLT 785</td>
</tr>
<tr>
<td>HLSA 710</td>
<td>HLSA 711</td>
<td></td>
<td>HLSA 760</td>
<td>HLT 786/ or</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>HLSA 799</td>
</tr>
</tbody>
</table>

### Student Schedule for Part-time MHA, Master of Health Administration

<table>
<thead>
<tr>
<th>Fall 1 (9)</th>
<th>Spring 1 (9)</th>
<th>Fall 2 (9)</th>
<th>Spring 2 (9)</th>
<th>Summer 2 (3)</th>
<th>Fall 3 (6)</th>
<th>Spring 3 (6-9)</th>
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</thead>
<tbody>
<tr>
<td>EPIB 610*</td>
<td>HLTH 665*</td>
<td>HLSA 720</td>
<td>HLSA 740</td>
<td>HLSA 750</td>
<td>HLSA 760</td>
<td>HLT 785</td>
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<tr>
<td>EPIB 650*</td>
<td>MIEH 600*</td>
<td>HLSA 730</td>
<td>HLSA 740</td>
<td>HLT 772</td>
<td>HLSA 760</td>
<td>HLT 786/ or</td>
</tr>
<tr>
<td>HLSA601*</td>
<td>HLSA 702</td>
<td>HLSA 710</td>
<td>HLSA 711</td>
<td>HLT 772</td>
<td>HLSA 770</td>
<td>HLSA 799</td>
</tr>
</tbody>
</table>

*Core MPH course
C. Describe any selective admissions policy or special criteria for students selecting this field of study.

Applicants to the MHA program must have completed all of the requirements for a baccalaureate degree prior to their acceptance into the program. All applicants must submit: Undergraduate transcripts, Graduate Record Examination (GRE) scores, letters of recommendation from 3 persons competent to judge the applicant’s probability of success in graduate school, and the graduate school essay describing professional goals and relevant work and research experience.

In addition to Graduate School requirements, admission decisions for the MHA program will be based on the quality of previous undergraduate and graduate course work (if applicable), the strength of Graduate Record Examination scores, the relevance of prior work and research experience, and the congruence of professional goals with those of the program. Students should submit application materials for the fall semester by January 15th. This program does not accept applications for Spring semester admission.

D. How will the program increase students’ technology fluency?

Accreditation criteria for this type of master’s program requires knowledge acquisition and competence in a wide variety of information technology skills pertinent to the delivery of health services (i.e. management information systems) and technological skills relevant to health services research. The MHA program will build these skills through training in information technology and applications to management and research in health services.

III. STUDENT LEARNING OUTCOMES AND ASSESSMENT

List the program's learning outcomes and explain how they will be measured and assessed.

**Outcome 1:** Students will demonstrate competence in professional practice.
**Measure:** Internship supervisor ratings of professional practice competence.
**Criterion:** At least 90% of students will receive a “satisfactory” rating or better from their university supervisor/internship preceptor for the internship (HLSA 785).
**Assessment:** 2008 and then every two years.

**Outcome 2:** Students will demonstrate commitment to, and competence in, multicultural, gender, and/or age diversity.
**Measure:** Internship/field practicum/research supervisor’s rating of student’s commitment to, and competence in, multicultural, gender, and/or age diversity.
**Criterion:** At least 90% of students will have their commitment to, and competence in, multicultural, gender, and/or age diversity rated as satisfactory by their supervisors.
**Assessment:** 2008 and then every two years.

**Outcome 3:** Students will demonstrate the ability to integrate the knowledge, skills and practices acquired through coursework.
**Measure:** Capstone/thesis supervisor’s rating of student’s ability to integrate the knowledge, skills and practices acquired through coursework as demonstrated in the student’s capstone project (HLSA 786) or thesis (HLSA 799).
**Criterion:** At least 90% of students will receive a satisfactory rating or better by the capstone or thesis supervisor for integration of knowledge, skills, research, and practices as demonstrated in the capstone project.
**Assessment:** 2008 and then every two years.
IV. FACULTY AND ORGANIZATION

A. Who will provide academic direction and oversight for the program? [This might be a department, a departmental subgroup, a list of faculty members, or some other defined group.]

Oversight of standards, policies, and initial review of applicants for the MHA program will be managed by the Dean’s office. The HLSA Department will then make final admissions decisions and offers of support to students. HLSA faculty will manage all advising, coursework, internships, capstone experiences, and projects/theses once students are admitted to the program.

The HLSA Department currently has 6 FTE faculty. Four are tenured/tenure track. These 4 faculty members have doctoral degrees and backgrounds in health services, organizational development, public health, health policy, health care finance, and long term care. Two additional research faculty with appropriate degrees in health care administration, organizational leadership, and organizational development will augment the faculty and assist in teaching, research, and thesis committees. These research faculty have some teaching responsibilities as part of their appointments, including supervising students in the Graduate Gerontology Certificate Program. Recent appointees to the Dean’s Office will also participate in the proposed program. Three new associate and assistant deans with credentials in health care law, health services, and health policy have expressed a willingness to assist with teaching and research and serve on thesis committees. Additionally, there are three Ph.D. faculty in the College of Health and Human Performance with health services backgrounds who have agreed to participate on thesis committees.

Health Services Faculty Scheduled to Teach in the Proposed MHA Program

Laura B. Wilson, PhD, Professor and Director of the Center on Aging, Chair, HLSA
  Teaching/research focus: health policy, long term care administration
  Course: To be Determined

Tracey T. Manning, PhD, Research Associate Professor, Center on Aging
  Teaching/research focus: health care leadership
  Course: HLSA 772 Health Care Leadership and Communications

Lori Simon-Rusinowitz, MPH, MA, PhD, Associate Professor, HLSA
  Teaching/research focus: health policy, disability administration
  Courses: HLSA 702 Politics and Policy of Health
           HLSA 785 Internship in Public Health
           HLSA 786 Capstone Project in Public Health

Sharon P. Simson, PhD, MSHA, Research Professor, Center on Aging
  Teaching/research focus: health services administration, long term care administration
  Course: To Be Determined

Cynthia M. Saunders, PhD, MPH, Assistant Professor, HLSA
  Teaching/research focus: health services administration, access to health care, health policy
  Courses: HLSA 601 Introduction to Health Systems
           HLSA 740 Strategic Planning and Marketing
           HLSA 770 Continuous Quality Improvement

Judy Shinogle, PhD, Assistant Professor, HLSA
  Teaching/research focus: health care economics, health policy, research methods
Courses: HLSA 710 Foundations of Healthcare Management
HLSA 711 Health Care Economics and Analysis
HLSA 760 Financial Management of Health Organizations

College of Health and Human Performance Faculty Scheduled to Teach in the Proposed MHA Program

Betty Dabney, PhD, Research Associate Professor, Maryland Institute for Applied Environmental Health
Teaching/research focus: environmental health
Course: MIEH 600 Foundations of Environmental Health

Sharon Desmond, PhD, Associate Professor, Public and Community Health
Teaching/research focus: health behavior
Course: HLTH 665 Health Behavior I

Olivia Carter-Pokras, Ph.D., Associate Professor, Epidemiology and Biostatistics
Teaching/research focus: health disparities, epidemiology and health policy for Latino health, children’s environmental health
Course: EPIB 610 Foundations of Epidemiology

Mary Kivlighan, JD, MAPA, Assistant Dean, HLHP
Teaching/research focus: law, mental health administration
Course: HLSA 720 Health Law and Ethics

Min Qi Wang, PhD, Professor, Public and Community Health
Teaching/research focus: statistics
Course: EPIB 650 Biostatistics I

B. If the program is not to be housed and administered within a single academic unit, provide details of its administrative structure.

Not applicable. All classes will be housed and administered within Health Services Administration.

V. OFF CAMPUS PROGRAMS

A. If the program is to be offered to students at an off-campus location, with instructors in classrooms and/or via distance education modalities, indicate how student access to the full range of services (including advising, financial aid, and career services) and facilities (including library and information facilities, and computer and laboratory facilities if needed) will be assured.

Not applicable. All classes will be offered on the UMCP campus.

B. If the program is to be offered mostly or completely via distance education, you must describe in detail how the concerns in Principals and Guidelines for Online Programs are to be addressed.

Not applicable. No part of the program will be offered via distance education.

VI. OTHER ISSUES

A. Describe any cooperative arrangements with other institutions or organizations that will be important for the success of this program.
The College of Health and Human Performance at UMCP has established a Memorandum of Understanding to share resources with the School of Public Health at the University of Maryland at Baltimore (UMB). UMCP and UMB will share academic resources, fund seed grants to support inter-institutional research, and make courses available to graduate students from both campuses. HLHP is currently creating a Memorandum of Understanding with Prince George’s County Health Department to develop graduate student internships and to collaborate on health research and demonstration projects that will benefit county residents.

B. Will the program require or seek accreditation? Is it intended to provide certification or licensure for its graduates? Are there academic or administrative constraints as a consequence?

The proposed School of Public Health will seek accreditation from the Council on Education for Public Health (CEPH). CEPH will review all academic programs (including the proposed MHA program in Health Administration) and accredit the School. CEPH is an independent agency, recognized by the U.S. Department of Education, which accredits schools and programs of public health. CEPH accreditation will ensure students, employers, and the general public that UMCP’s new graduate programs meet the highest standards for education in public health.

In addition, the HLSA Department will seek accreditation for the MHA program from the Commission on Accreditation of Health Management Education (CAHME). CAHME is an independent agency, recognized by the U.S. Department of Education, which accredits programs in health management. CAHME accreditation will provide students with access to scholarships, fellowships, and opportunities for administrative internships at the Veterans Administration.

VII. COMMITMENT TO DIVERSITY

Identify specific actions and strategies that will be used to recruit and retain a diverse student body.

The Department of Health Services Administration will work closely with the HLHP Associate Dean for Diversity and the Director of the UMCP Graduate Office of Recruitment, Retention, and Diversity, to attract students from underrepresented groups to the new MHA program. Faculty will recruit prospective students at national and regional professional conferences, including annual meetings of the American Public Health Association and Academy Health. The Department will host campus visits of prospective students from targeted minority institutions, including the historically black colleges in Maryland and the surrounding region. Faculty will also seek help from colleagues on other campuses in identifying minority graduate students who may be interested in the Maryland MHA program and its research foci.

VIII. REQUIRED PHYSICAL RESOURCES

The establishment of this master’s program is within the context of the creation of the proposed School of Public Health. In order to achieve accreditation by the Council on Education for Public Health, the proposed School of Public Health must include master’s degrees in each of the core disciplines of public health. Health services is one of the core disciplines (epidemiology, biostatistics, health services, health behavior and environmental health) and will complete one essential component of these program requirements along with the current MPH program and its newly proposed additional concentrations.

The proposed MHA can be implemented in accordance with Section 11 206.1 in which programs developed under this provision can be implemented within existing resources of the campus. In
proceeding with the submission of this program, the institution’s president certifies that no new general funds will be required for the implementation of this master’s-level program.

**A. Additional library and other information resources required to support the proposed program.**

The attached memorandum from the Library’s Collection Management Team describes existing library holdings and new library resources needed for the HLSA Master’s in Health Administration program. The Provost will provide funding to meet library needs for this master’s-level program.

**B. Additional facilities, facility modifications, and equipment that will be required. This is to include faculty and staff office space, laboratories, special classrooms, computers, etc.**

The Department has adequate space in HHP to house current faculty and students in the proposed program. The College’s classroom facilities will be used to teach the new courses. Each of the departments has a technology cart (with a minimum of sixteen laptop computers), which will be used to provide students with training in advanced information technologies. No laboratories or computer labs are needed to operate the program.

**C. Impact, if any, on the use of existing facilities and equipment. Examples are laboratories, computer labs, specially equipped classrooms, and access to computer servers.**

See response to VIII.B above.

**IX. RESOURCE NEEDS and SOURCES**

Describe the resources that are required to offer this program, and the source of these resources. Project this for five years. In particular:

**A. List new courses to be taught, and needed additional sections of existing courses. Describe the anticipated advising and administrative loads. Indicate the personnel resources (faculty, staff, and teaching assistants) that will be needed to cover all these responsibilities.**

The faculty of the Center on Aging who are now tenured as faculty of the Department of Health Services Administration have been successful in acquiring external research funding at an annual rate per FTE faculty member of approximately one million dollars. These funds have supported an average of 4-6 graduate students per year. These students came from other departments in the College and University. The expected continuation and expansion of this capability to support the Department’s own graduate students is expected and should serve to cover a number of students in the program. Tuition revenues will serve to augment the program’s ability to fulfill its mission and goals. The faculty of the program will aggressively pursue additional external research and fellowship funds (especially those accessible only to accredited Schools of Public Health), private donations, and funds generated by entrepreneurial activities in order to augment the capacities of the Department and the proposed master’s-level program.

**B. List new faculty, staff, and teaching assistants needed for the responsibilities in A, and indicate the source of the resources for hiring them.**
Faculty resources of the Department of Health Services Administration (as described herein) are adequate to cover the size of the doctoral program proposed. All courses necessary can be taught by current Health Service faculty and faculty in the proposed School of Public Health. Reallocated funds from the Center on Aging created the Department of Health Services Administration along with allocations requested by the Dean as a part of the development of the proposed School of Public Health. No additional allocations for administrative or faculty support beyond those submitted as a part of establishing the new Department of Health Services Administration (effective July 1, 2006) are requested.

The HLSA MHA program will be supported, in part, by tuition revenue from new MPH and MHA students. HLSA has requested funds for 12 2-year Graduate Assistantships from the Dean of HLHP over the 5-year period between 2007-2012. These Graduate Assistantships will come from funds provided to the College/School by the Provost when specific milestones are met in new graduate student enrollments. Soft money support will be provided in the initial years of the program, to be incrementally replaced by hard money allocations when program milestones are met (see page 19, School of Public Health proposal).

C. Some of these teaching, advising, and administrative duties may be covered by existing faculty and staff. Describe your expectations for this, and indicate how the current duties of these individuals will be covered, and the source of any needed resources.

As described above, teaching, advising, and administrative duties will be handled by existing faculty members (who are already teaching and conducting research on HLSA topics)

D. Identify the source to pay for the required physical resources identified in Section XII above.

HLSA will not request additional physical resources in HHP. If minor renovations are required for existing facilities (e.g., carpeting), the Department will cover this expense. The Department will draw on DRIF and summer school/winterterm revenues to provide telephones and office furniture for these offices.

E. List any other required resources and the anticipated source for them.

The Department will commit some funds to advertising the new MHA program, especially in the first two years. This support will come from HLSA DRIF funds and summer school/winterterm revenue.

F. Provide the information requested in Table 1 and Table 2 (for Academic Affairs to include in the external proposal submitted to USM and MHEC).
<table>
<thead>
<tr>
<th>Resource Categories</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reallocated Funds</td>
<td>$123,011</td>
<td>$160,371</td>
<td>$180,866</td>
<td>$218,501</td>
<td>$239,281</td>
</tr>
<tr>
<td>a. Department</td>
<td>$65,634</td>
<td>$68,259</td>
<td>$70,989</td>
<td>$73,829</td>
<td>$76,782</td>
</tr>
<tr>
<td>b. HLHP</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
</tr>
<tr>
<td>c. Total Benefits*</td>
<td>$18,377</td>
<td>$19,113</td>
<td>$19,877</td>
<td>$20,672</td>
<td>$21,499</td>
</tr>
<tr>
<td>c. UMCP Provost</td>
<td>$34,000</td>
<td>$68,000</td>
<td>$85,000</td>
<td>$119,000</td>
<td>$136,000</td>
</tr>
<tr>
<td>2. Tuition/Fee Revenue (c+g below)</td>
<td>$24,240</td>
<td>$42,420</td>
<td>$87,870</td>
<td>$96,960</td>
<td>$109,080</td>
</tr>
<tr>
<td>a. # Full Time Students</td>
<td>2</td>
<td>5</td>
<td>8</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>b. Annual Tuition/Fee Rate*</td>
<td>$9,090</td>
<td>$9,090</td>
<td>$9,090</td>
<td>$9,090</td>
<td>$9,090</td>
</tr>
<tr>
<td>c. Total Full Time Revenue (a x b)</td>
<td>$0</td>
<td>$0</td>
<td>$27,270</td>
<td>$36,360</td>
<td>$36,360</td>
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<tr>
<td>d. # Part Time Students</td>
<td>4</td>
<td>7</td>
<td>10</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>e. Credit Hour Rate</td>
<td>$505</td>
<td>$505</td>
<td>$505</td>
<td>$505</td>
<td>$505</td>
</tr>
<tr>
<td>f. Annual Credit Hours</td>
<td>48</td>
<td>84</td>
<td>120</td>
<td>120</td>
<td>144</td>
</tr>
<tr>
<td>g. Total Part Time Revenue (d x e x f)</td>
<td>$24,240</td>
<td>$42,420</td>
<td>$60,600</td>
<td>$60,600</td>
<td>$72,720</td>
</tr>
<tr>
<td>3. Grants, Contracts, and Other External Sources</td>
<td>$0</td>
<td>$0</td>
<td>$15,000</td>
<td>$15,000</td>
<td>$16,224</td>
</tr>
<tr>
<td>4. Other Sources: UMCP Provost - Library</td>
<td>$6,590</td>
<td>$7,117</td>
<td>$7,687</td>
<td>$8,302</td>
<td>$8,966</td>
</tr>
<tr>
<td>TOTAL (Add 1 - 4)</td>
<td>$153,841</td>
<td>$209,909</td>
<td>$291,423</td>
<td>$339,362</td>
<td>$373,551</td>
</tr>
</tbody>
</table>

* Annual tuition based on 80% in-state plus 20% out-of-state rates for an average of $505/credit x 18 credit hours per student in first two years; tuition candidacy for two years at resident rate of $1,360/year ($680/semester)
### MHEC TABLE 2: EXPENDITURES HLSA MHA Program

<table>
<thead>
<tr>
<th>Expenditure Categories</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Faculty (b+c below)</td>
<td>$79,787</td>
<td>$82,978</td>
<td>$86,298</td>
<td>$112,187</td>
<td>$116,674</td>
</tr>
<tr>
<td>a. FTE</td>
<td>0.80</td>
<td>0.80</td>
<td>0.80</td>
<td>1.00</td>
<td>1.00</td>
</tr>
<tr>
<td>b. Total Salary</td>
<td>$62,334</td>
<td>$64,827</td>
<td>$67,420</td>
<td>$87,646</td>
<td>$91,152</td>
</tr>
<tr>
<td>c. Total Benefits*</td>
<td>$17,453</td>
<td>$18,152</td>
<td>$18,878</td>
<td>$24,541</td>
<td>$25,523</td>
</tr>
<tr>
<td>2. Admin Staff (b+c below)</td>
<td>$4,224</td>
<td>$4,393</td>
<td>$4,569</td>
<td>$4,751</td>
<td>$4,941</td>
</tr>
<tr>
<td>a. FTE</td>
<td>0.10</td>
<td>0.10</td>
<td>0.10</td>
<td>0.10</td>
<td>0.10</td>
</tr>
<tr>
<td>b. Total Salary</td>
<td>$3,300</td>
<td>$3,432</td>
<td>$3,569</td>
<td>$3,712</td>
<td>$3,861</td>
</tr>
<tr>
<td>c. Total Benefits</td>
<td>$924</td>
<td>$961</td>
<td>$999</td>
<td>$1,039</td>
<td>$1,081</td>
</tr>
<tr>
<td>3. Support Staff (b+c below)</td>
<td>$52,180</td>
<td>$104,360</td>
<td>$130,450</td>
<td>$182,630</td>
<td>$208,720</td>
</tr>
<tr>
<td>a. FTE</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>b. Total Salary**</td>
<td>$34,000</td>
<td>$68,000</td>
<td>$85,000</td>
<td>$119,000</td>
<td>$136,000</td>
</tr>
<tr>
<td>c. Total Benefits***</td>
<td>$18,180</td>
<td>$36,360</td>
<td>$45,450</td>
<td>$63,630</td>
<td>$72,720</td>
</tr>
<tr>
<td>4. Equipment</td>
<td>$5,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
</tr>
<tr>
<td>5. Library</td>
<td>$6,590</td>
<td>$7,117</td>
<td>$7,687</td>
<td>$8,302</td>
<td>$8,966</td>
</tr>
<tr>
<td>6. New or Renovated Space</td>
<td>$10,000</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>7. Other Expenses</td>
<td>$7,500</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$12,000</td>
<td>$12,000</td>
</tr>
<tr>
<td>TOTAL (Add 1 - 7)</td>
<td>$165,281</td>
<td>$218,849</td>
<td>$249,003</td>
<td>$329,870</td>
<td>$361,301</td>
</tr>
</tbody>
</table>

* Fringes calculated at 28% for Faculty
** This figure includes Graduate Assistantship stipends only
*** This figure includes tuition remission only and is calculated at #FTE x $505/credit x 18 credits/year
References


