TOPIC: University of Maryland University College: Bachelor of Science in Health Services Management

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: January 16, 2013

SUMMARY: The proposed B.S. in Health Services Management aligns with UMUC's mission to offer high quality educational programs for adult students in Maryland and worldwide and is supported by UMUC's expertise in online course delivery. The program will meet the educational goals and needs of several populations: (a) those already in health care fields (including military personnel and veterans with responsibilities as health care providers) who seek to further their careers and advance in management and leadership settings; (b) those with academic or experiential backgrounds in business and management who are interested in applying their skills in a health care setting; (c) those seeking a new career in the rapidly growing field of health care, which is an especially important sector of the Maryland economy.

Students who complete the degree at UMUC will be well-positioned to continue their education at the graduate level. This undergraduate degree will be designed to articulate with UMUC's Master of Science in Health Care Administration or Health Administration Informatics, creating a seamless and accelerated pathway from bachelor's to master's.

Nationally, employment of medical and health services managers is expected to grow by 22 percent from 2010 to 2020, faster than the average for all occupations. The prospect for employment in Maryland is also robust. According to a report from the Maryland Department of Labor and Licensing, "Jobs for medical and health services managers are expected to grow by 16 percent due to increased demand resulting from changes in healthcare regulation, new medical technology, and more emphasis on preventative care."

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funding is necessary. The program will be supported through tuition.

CHANCELLOR'S RECOMMENDATION: That the Committee on Education Policy recommend that the Board of Regents approve the proposal from the University of Maryland University College to offer the Bachelor of Science in Health Services Management.

COMMITTEE RECOMMENDATION:	DATE:
BOARD ACTION:	DATE:
SUBMITTED BY: Joann A. Boughman 301-445-1992 jboughman@usmd.edu	

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

X   New Instructional Program
_____   Substantial Expansion/Major Modification
_____   Cooperative Degree Program

University of Maryland University College
Institution Submitting Proposal

Bachelor of Science in Health Services Management
Title of Proposed Program

Bachelor of Science	**Fall 2013**
Degree to be Awarded	Projected Implementation Date

1202	**51.0701**
Proposed HEGIS Code	Proposed CIP Code

The Undergraduate School	**Cynthia Davis**
Department in which program will be located	Department Contact

240-684-2800	**Cynthia.Davis@umuc.edu**
Contact Phone Number	Contact E-Mail Address

Marie A. Cini	**12/20/12**
Signature of President or Designee	Date

University of Maryland University College
Bachelor of Science in Health Services Management

University of Maryland University College (UMUC) proposes to offer a new degree program, the Bachelor of Science (B.S.) in Health Services Management. The degree will require successful completion of 120 semester hours of coursework including 36 semester hours in the major.

The B.S. in Health Services Management will provide students with a thorough grounding in the core knowledge and skill competencies required for effective management and leadership in the rapidly changing health care environment. The major will allow students to choose a focus on health services for the aging, technology and data analysis in the health care environment, or management and leadership in specific types of health care organizations, through selection of appropriate supplemental major courses.

Mission

The mission of University of Maryland University College is to offer top-quality educational opportunities to adult students in Maryland, the nation, and the world, setting the global standard of excellence in adult education. By offering academic programs that are respected, affordable and accessible technologically and through a variety of face-to-face formats, UMUC broadens the range of career opportunities available to students, improves their lives, and maximizes their economic and intellectual contributions to Maryland, the nation, and the world.

This mission is rooted in UMUC's institutional purpose as stipulated by State statute (Md. Education Code Ann. § 13-101(2012)); specifically that the university shall:

(1) Operate as Maryland's open university, serving nontraditional students who reside in Maryland, the United States and around the world;
(2) Provide the citizens of Maryland with affordable, open access to higher education;
(3) Continue as a leader in distributed education.

As the public state and national leader in distance and distributed education, UMUC awards associates, bachelors, masters and doctoral degrees, as well as undergraduate and post-baccalaureate certificates. The university's academic inventory offers programs that are core to any public university, but UMUC's mission to the adult student results in an emphasis on workforce relevant programs. Consequently, the university awards degrees and certificates in the arts and humanities, behavioral and social sciences, business and management, health-related fields, computing, education and technology, including degrees in fields facing critical shortages, such as cybersecurity, information assurance and graduate level teacher training in STEM areas. As part of its emphasis on workforce needs, UMUC offers non-credit professional development programs such as those in executive leadership and, through its Inn and Conference Center and its Largo facility, hosts professional conferences and meetings that support the economic and societal needs of the State.

The B.S. in Health Services Management aligns with UMUC's mission to offer high quality educational programs for adult students in Maryland and worldwide and is supported by UMUC's expertise in online course delivery. The program will meet the educational goals and needs of several populations: (a) those already in health care fields (including military personnel and veterans with responsibilities as health care providers) who seek to further their careers and advance in management and leadership settings; (b) those with academic or experiential backgrounds in business and management who are interested in applying their skills in a health care setting; (c) those seeking a new career in the rapidly growing field of health care, which is an especially important sector of the Maryland economy. Meeting these goals and needs is consistent with UMUC's mission-based focus on career change and advancement for working adults.

This new major program will provide degree completion pathways for transfer and community college students and will be articulated with associate degree programs such as health information technology, health management, and health information management. Students who complete the degree at UMUC will be well-positioned to continue their education at the graduate level. This undergraduate degree will be designed to articulate with UMUC's Master of Science in Health Care Administration or Health Administration Informatics, creating a seamless and accelerated pathway from bachelor's to master's degree.

Rationale and Need for the Proposed Program

The broad and multifaceted competencies needed for occupations in the changing health services field are strongly aligned with UMUC's own curricular strengths in management and technology. Health services management offers a complementary specialized area of offer career pathways for students in this growing employment sector. UMUC already has strong online degree programs in business and management, finance, information systems management, and gerontology, all of which draw upon the interdisciplinary competencies that also underpin this new program and provide curricular support.

UMUC is proposing this new degree program in response to national and state employment and career trends and potential student interests, and the needs of students currently employed in health and related fields, while taking advantage of regional expertise in the discipline. The health care industry is a huge, complex system changing more rapidly than almost any other field. As the structure and financing of health care continue to change, the health care industry will face challenges in technological innovations, an increasingly complex regulatory environment, the integration of health care delivery systems, a heightened need for information security to maintain patient privacy, and an increased focus on improving quality care while controlling costs.

Market Demand

According to the Bureau of Labor Statistics of the U.S. Department of Labor, on the national front[1]:

> Employment of medical and health services managers is expected to grow by 22 percent from 2010 to 2020, faster than the average for all occupations. As the large baby-boom population ages and people remain active later in life, the healthcare industry as a whole will see an increase in the demand for medical services. This increase will in turn result in an increase in the number of physicians, patients, and procedures, as well as in the number of facilities. Managers will be needed to organize and manage medical information and staffs in the healthcare industry. There will likely be increased demand for nursing care facility administrators as well as baby boomers age.
>
> Employment is expected to grow in offices of health practitioners. Many services previously provided in hospitals will shift to these settings, especially as medical technologies improve. Demand in medical group practice management is expected to grow as medical group practices become larger and more complex.
>
> Medical and health services managers held about 303,000 jobs in 2010. Most medical and health services managers work in offices in healthcare facilities, including hospitals and nursing homes, and group medical practices.
>
> Prospective medical and health services managers have a bachelor's in health administration. These programs prepare students for higher level management jobs than programs that graduate students with other degrees. Courses needed for a degree in health administration often include hospital organization and management, accounting and budgeting, human resources administration, strategic planning, law and ethics, health economics, and health information systems. Some programs allow students to specialize in a particular type of facility, such as a hospital, a nursing care home, a mental health facility, or a group medical practice.

The prospect for employment in Maryland is also robust. According to a report from the Maryland Department of Labor and Licensing[2], "Jobs for medical and health services managers are expected to grow by 16 percent due to increased demand resulting from changes in

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[1] Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2012-13 Edition, Medical and Health Services Managers, http://www.bls.gov/ooh/management/medical-and-health-services-managers.htm (accessed November 27, 2012).

[2] "Career Clusters, Forecasting Demand for High School and College Jobs 2008 – 2018," Maryland Department of Labor and Licensing, http://dllr.maryland.gov/employment/cpclusters.pdf (accessed November 27, 2012).

healthcare regulation, new medical technology, and more emphasis on preventative care. More managers will be needed to staff new clinics and other outpatient-care sites."

With the robust growth in positions in medical and health services management projected by the Bureau of Labor Statistics, there will be substantial job opportunities, especially for individuals with experience in the health care field and/or strong business management skills. Management skills and leadership competencies will be critical for employees working in hospitals, clinics, physician practices, health insurance organizations, nursing homes, mental health organizations, rehabilitation centers, health care associations, consulting firms, universities and research institutions.

Student Audience and Potential Careers

The proposed major is designed to attract several populations of students:

1. Adults working in general medical and surgical hospitals, primary and ambulatory care entities, and managed care and long-term care facilities who wish to advance to management positions;
2. Adults working in non-profit or for-profit health care management companies that provide management services;
3. Adults working in local, regional, state and federal government agencies with health care management responsibilities;
4. Transfer students with health care management or allied health care associate degrees from community college programs;
5. Military personnel and veterans with responsibilities as health care providers;
6. Adults working in business and management positions who are interested in applying their skills in a health care setting;
7. Adults seeking a new career in this rapidly growing segment of the economy.

Students may choose to enhance this major with a complementary minor or with electives in finance, gerontology, biology, human resource management, management studies, computing, marketing, or economics, selecting from UMUC's offerings to best suit their own interests and meet the varying needs of their employers.

Although the major will not require previous background in the field, students with transfer credit or experiential learning in health care or related areas will be able to use that credit, which will be evaluated for direct applicability or as supplementary credit and/or electives for the degree. The degree will be articulated with associate degree programs existing at several Maryland community colleges and at community colleges across the nation through UMUC's extensive community college alliance network. Prospective articulation programs in Maryland include Health Information Management degrees offered by Montgomery College and Prince George's Community College; the Health Care Management degree offered by Howard Community College; and the Health Information Technology degrees offered by Anne Arundel Community College, Baltimore City Community College, and Carroll Community College.

Program Duplication

The MHEC inventory shows the following programs with similar titles:

- Coppin State University: Bachelor of Science in Health Information Management
- Morgan State University: Bachelor of Science Degree in Health with an optional academic track in Health Administration
- Sojourner-Douglas College: Bachelor of Arts in Health Care Administration
- Towson University: Bachelor in Health Care Management
- University of Baltimore: Bachelor of Science in Health Services Management.
- University of Maryland Baltimore County: Bachelor of Arts in Health Administration and Policy with a concentration in health services administration
- Washington Adventist University: Bachelor of Science in Health Care Administration

Although these existing degree programs have titles similar to UMUC's proposed program, close analysis reveals that UMUC's proposed degree differs from these existing programs in intended audience, delivery mode, and academic content. The proposed program's open access, fully online delivery, and management focus delivered through discipline-specific upper-level courses distinguish it from these other programs.

UMUC is chartered by the state as Maryland's open university, and its mission is to serve working adult students who reside in Maryland, across United States and around the world. The proposed degree will attract and serve that vast diversity of students. UMUC's B.S. in Health Services Management will be offered fully online to serve in-state and out-of-state students who are adult part-time learners. Any onsite courses will be delivered in hybrid format that combines online and on-site instruction.

In contrast, none of the existing programs in Maryland are offered fully online to serve adult part-time learners, and none are available on an open admission basis. The UMUC program is also designed to accommodate both transfer students and students just beginning their studies.

Notably, UMUC's proposed B.S. in Health Services Management differs from existing programs in terms of academic content. The proposed degree will require completion of 36 semester hours of core and focus area courses for the major, all with a strong health care management focus and delivered at the upper level. The degree will include a required course in Information Systems in Health Care Organizations; students can take additional electives in Health Care Information Technology and Research and Data Analysis in Health Care.

Coppin State University offers a Bachelor of Science in Health Information Management through its Department of Allied Health within the School of Nursing. The focus of the Coppin State degree is narrower than that of UMUC's proposed program, focusing specifically on data systems and information technology used in the health care field. The recommended course sequences are designed for students attending on a full-time basis taking face-to-face classes. http://www.coppin.edu/info/200131/academic_programs/59/all_academic_programs/74

Morgan State University's Bachelor of Science in Health is administered by its Department of Health, Physical Education, Recreation and Dance within the School of Education and Urban Studies. Within this major, students may select a concentration in Health Administration (a business approach to health), Health Promotion and Education (a community approach to health), or Environmental Health (a scientific orientation to the field of health). The program with a concentration in Health Administration requires 36 credits in the discipline and includes introductory courses in accounting and economics plus upper-level courses in organizational behavior, human resource management, management information systems, and marketing. These courses are general in nature, not specific to the health care field. There are only two three-credit upper-level courses that are specific to health care management (Health Care Finance and Health Service Management), but only the Finance course is required while the Health Service Management course is available as a major elective. In addition, students may choose major electives from health-related courses across a spectrum of areas including sociology, psychology, epidemiology, and so on. The Morgan State program combines a broad background in health issues with general, basic skills in business, in contrast to UMUC's program which is built on a core of upper-level, discipline-specific courses. It does not appear that the courses for the program at Morgan State are available online, and thus the program appears to be aimed at traditional students.
http://www.morgan.edu/school_of_education_and_urban_studies/departments/health_physical_e ducation_recreation_and_dance/degreesmajors.html

Sojourner-Douglass College offers a Bachelor's degree in Health Care Administration. The degree provides a foundation in management and specific courses in the administration of all aspects of health care. The courses cover a broad span including introduction to health care administration, health economics, health maintenance organizations, health care information systems, health manpower, environmental health, health care policy and planning, women's health and health care in an urban setting. Embedded within the degree is a 12 credit internship, which would present a challenge to working adult students. The courses do not appear to be offered online. http://www.sdc.edu/admissions/undergraduate/degree-programs-org.pdf

Towson University offers a bachelor's degree in Health Care Management through its College of Health Professions, with an available track in Long-Term Care. The Towson catalog states: "The Health Care Management curriculum is designed to provide students with a comprehension of U.S. health care organizations, a public health orientation including epidemiological concepts and tools, and the math, language, and computer competencies for research development, organizational management and/or program evaluation. Depending on a student's interest, graduate training in health administration is recommended after completing this course of study and after the student has worked in the field for 1–2 years." The major requires 72 credits, including 30 credits of core courses in gerontology, long term care, disease, and current health problems plus 21 units of business coursework combined with other courses covering related fields. The required health care management courses appear to have a focus on understanding of the industry in the United States, as opposed to being hands-on management courses. A 12-credit internship is required, making the program less accessible to working adults. The program

appears to be designed for full-time students and is not available online.
http://www.towson.edu/healthcare/program/degreerequirements.asp

The University of Baltimore offers a Bachelor of Science in Health Services Management that requires 42 credits in the major including an internship. The program is offered through face-to-face courses that meet on Saturdays to serve working adults, and some courses are available online. However, admission to the program is restricted to transfer students with an associate's degree or 56 or more transferable credits. Thus the University of Baltimore program serves a more limited pool of students that the UMUC degree is intended to serve.
http://www.ubalt.edu/cpa/undergraduate-majors-and-minors/majors/health-systems-management/index.cfm

The University of Maryland Baltimore County (UMBC) offers a Bachelor of Arts in Health Administration and Policy; students choose from tracks in Health Services Administration, Health Policy or Public Health. The total credits required for this program are 45-48, depending on the track chosen. The curriculum consists of a combination of introductory level business, science, and social science courses with targeted upper-level courses specific to Health Administration and Policy. Because of the breadth in the structure of the program, students can complete the major with only 18 credits of courses specific to Health Administration and Policy, out of the 45-48 credits required for the major. In contrast, UMUC's major is built on discipline-specific courses. The UMBC program is not offered online and appears to be designed for full-time students. http://www.umbc.edu/happ/ADVISING%20CHECKLIST%2012-3-12.pdf

Washington Adventist University offers a Bachelor of Science in Health Care Administration through its School of Graduate and Professional Studies. The focus of the program is on the foundation and theoretical knowledge of health care administration. Within the major, students take courses in the theory and organization of health care systems, health care information systems management, health care finance, research methods, planning, personnel management, culminating in an independent research project. The Health Care Administration degree is not offered online.
http://www.wau.edu/index.php?option=com_content&view=article&id=399&Itemid=955

Relevance to Historically Black Institutions (HBIs)

The proposed B.S. in Health Services Management is designed to avoid any impact on the existing programs at HBIs in Maryland. Bowie State University and University of Maryland Eastern Shore do not offer any undergraduate degree programs in this discipline. The proposed degree is different from the degrees offered by Coppin State University and Morgan State University in both content and delivery modes. All courses to satisfy UMUC's proposed B.S. in Health Services Management will be offered online and are intended to serve a student population consisting primarily of adult part-time learners, not only in Maryland but across the nation and the world. In addition, the focus and content of the proposed program is distinctive, as detailed above. Thus UMUC will not be competing for students with Coppin State or Morgan State. Thus UMUC's proposed program will have no impact on the uniqueness and institutional identities and missions of the HBIs, and will not harm these schools.

Characteristics of the Proposed Program

Description of Proposed Program

The Health Services Management major provides a thorough grounding in the core knowledge and skill competencies required for effective management and leadership in the changing health environment. Graduates will be prepared to think comprehensively and strategically about health care trends and environments so as to be leaders at the forefront of changes and innovations in this continually emerging field. The required courses in information systems, management and organization theory, economics, finance, law, ethics, policy, strategic planning and leadership all have a health care focus. Elective courses allow for a focus on health services for the aging, technology and data analysis in the health care environment, or management and leadership in specific types of health care organizations.

Student Learning Outcomes

The student who completes the B.S. degree in Health Services Management will be able to
- Apply principles of business and financial management and strategic planning in health care settings;
- Make recommendations to integrate technological advances and emerging trends in the U.S. health care system with organizational goals and practices.
- Identify, analyze, and evaluate quantitative and qualitative health care data and information for effective decision-making in the various health care settings.
- Identify and evaluate legal and ethical issues associated with the planning and delivery of health care services.
- Identify and analyze policies related to health care management and the delivery of health services.

Evaluation and assessment of learning outcomes for the program will take place in the required courses, including regular course evaluations, review of grade distributions, and faculty review of student performance on embedded course assessments. Additional review will include tracking of student retention and completion rates. An advisory group made up of employers will be used for periodic review and refinement of program outcomes and design with the aim of continuous improvement. The bachelor's degree will articulate to UMUC's Master of Science in Health Care Administration or Health Care Informatics to create a seamless pathway to graduate study.

General Requirements for the Degree

The B.S. degree in Health Services Management will require the completion of 120 semester hours of coursework including 36 semester hours for the major; 41 semester hours in general education requirements; and 43 semester hours in electives, an optional minor, and other degree requirements.

The 41 semester hours of general education requirements will be comprised of:

- 12 credits in communication and writing;
- 3 credits in mathematics;
- 6 credits selected from social sciences;
- 3 credits in history or art history and
- 3 credits in another humanities discipline;
- 7 credits including a lab in science;
- 6 credits in computing;
- And a one-credit information literacy course.

Required courses for the major include 36 semester hours of upper-level courses. Eight of the nine required courses address the fundamental knowledge and skill competencies needed in the field of health care management and include a capstone course in strategic planning and leadership. In addition to the nine required courses in the major, students will choose three supplemental major courses from a list of ten, allowing students to create a focus on management in the area of aging services, specific types of health care organizations, or on technology and data analysis.

Major Requirements – minimum 36 semester hours		
Required Upper-Level Courses Students must take all nine courses	- HMGT 361 Introduction to the U.S. Health Care Sector (3) - HMGT 364 Management and Organization Theory in Health Care Organizations (3) - HMGT 370* Health Care Policies (3) - HMGT 372* Legal and Ethical Issues in Health Care (3) - HMGT 430* Health Care Economics (3) - HMGT 440* Health Care Financial Management (3) - HMGT 495* Strategic Planning and Leadership in Health Care (3) - IFSM 305* Information Systems in Health Care Organizations (3) - STAT 230 Introductory Business Statistics (3)	**Subtotal: 27 semester hours**
Supplemental Major Courses Students will choose three of the ten courses listed	- GERO 301 Service Program Management (3) - GERO 302 Health and Aging (3) - GERO 342 Long Term Care Administration (3) - HMGT 330* Health Care Marketing (3) - HMGT 400* Research and Data Analysis in Health Care (3) - HMGT 431* Hospital Management (3) - HMGT 432* Ambulatory Care Management (3) - HMGT 433* Managed Care (3) - HMGT 486A Workplace Learning in a Health Care Management Setting (3) - IFSM 405* Health Care Information Technology (3)	**Subtotal:9 semester hours**

Denotes new courses

Course descriptions are shown in Appendix A. Twelve of the courses within the major will be newly developed for this program: HMGT 330, 370, 372, 400, 430, 431, 432, 433, 440, 495 and IFSM 305 and 405. New courses at UMUC are designed in collaboration with the university's Course Development unit. No new resources will be needed for development of these courses.

The required upper level courses will be developed in the first year of the program and the supplemental courses will be developed in following years.

Enrollment Projections

The following table shows projected unduplicated student headcounts for the first five years of the program:

	AY 2013	AY 2014	AY 2015	AY 2016	AY 2017
Projected Enrollment	25	53	82	114	148

The enrollment projections are built on the assumption that all students will attend part-time and that each will enroll in an average of 12 semester hours of courses each year. It is anticipated that approximately 25 degrees will be awarded each year after the degree is established and reaches steady state.

Program Delivery and Principles of Good Practice

The B.S. in Health Services Management will be offered online and in hybrid format at UMUC facilities in Adelphi and Largo.

Curriculum and Instruction

UMUC is committed to providing the best online teaching and learning possible and to excellence in all of its programs. There is no difference in coherence, cohesiveness, or academic rigor between programs offered in traditional instructional formats and those offered from a distance. Each program is designed to result in learning outcomes appropriate to the rigor and breadth of the program and all programs assess student achievement of defined learning outcomes through regular and formal assessment. Online and onsite courses and programs are fully aligned and integrated and designed around the same learning outcomes and principles, overseen and taught by the same faculty, held to the same standards, and assessed in the same way.

All of UMUC's online courses have been designed by faculty members in appropriate disciplines in collaboration with instructional designers and other experts in the field. Course learning outcomes and course descriptions are the same for every section of the course. The learning outcomes for each course are the foundation of the course; the learning activities, assessments and content of the course are in alignment with the outcomes and provide a clear pathway for mastery of the outcomes.

Program Role and Mission

All programs at UMUC are designed to be consistent with the mission of the institution. Each program's learning outcomes and goals are aligned with the university mission and strategic priorities.

All existing UMUC programs are subject to periodic academic program reviews, including the review of the appropriateness of the technology being used to meet a program's objectives. The results of periodic academic program reviews are reported to the University System of Maryland (USM).

Demonstrable Quality of Program Faculty

UMUC has an existing roster of faculty with expertise in areas related to health care services management. A master's degree is the minimum requirement to teach, but over 80% of faculty members at UMUC hold terminal degrees. Teaching effectiveness is monitored by class observation and student course evaluations. UMUC is actively recruiting faculty to expand offerings in areas related to the new major.

The following is a partial list of current faculty qualified to teach courses in the subjects represented in the major:

Health Services Management courses
- Jean Accius, Ph.D., Adjunct Associate Professor
- Roxanne Zaghab, D.M., M.S.W., Adjunct Assistant Professor
- Benny Smith, M.S., Adjunct Assistant Professor
- Andrew Hoberg, Ph.D., Adjunct Associate Professor
- Eric Ramon, M.B.A., Adjunct Associate Professor,
- Salma Asif, M.B.A., Adjunct Assistant Professor,
- Jesse Robinsom, M.S., Adjunct Assistant Professor

Gerontology courses
- Beth Cox, Ph.D., Adjunct Assistant Professor
- Jeffrey Rhoades, Ph.D., Adjunct Professor
- Jean Accius, Ph.D., Adjunct Associate Professor
- Katherine Marx, Ph.D., Adjunct Assistant Professor
- Jennifer Szakaly, M.A., Adjunct Assistant Professor

Health Care Information Systems and Technology courses
- Jeffrey Rivkin, M.S., Adjunct Assistant Professor
- Mary Ritenour, M.B.A., Adjunct Instructor
- Peter Spier, M.S., Adjunct Instructor
- Deborah Zenefski, M.S., Adjunct Assistant Professor

Faculty Support

All UMUC faculty are required to receive training to teach online, including training in the use of the learning management system used to deliver the courses, as well as in the pedagogy of distance education. Additionally, faculty have the opportunity for additional trainings throughout the course of their employment with UMUC. All faculty have 24/7 access to support services for both on-site and on-line courses, including support for technical issues with the learning management system.   New faculty are provided with experienced faculty mentors.

Undergraduate School faculty are trained in the School's learning model, which includes seven principles of best practice:
- **Faculty engagement**, including faculty's active and motivating presence, outreach to students, and facilitation of interaction with students.
- **Student collaboration**, including group activities and assignments guided by clear direction and evaluation criteria.
- **Active learning**, including application, summary and reflection, and connection to real-world experience.
- **Frequent and prompt feedback** on all assignments and activities, including comments on performance, criteria for success, encouragement and referrals for further support.
- **Time on task**, meaning focus on activities directly related to learning outcomes, adequate guidance, and clear connection of assignments to outcomes.
- **High expectations**, in keeping with UMUC's standards for academic rigor and the faculty member's responsibility to challenge and motivate students.
- **Respect for diversity**, including diversity of culture, ethnicity, academic backgrounds, and individual needs as well as learning styles.

The full Undergraduate School learning model is found online and is available to all faculty, students, and interested parties at http://www.umuc.edu/connect/learningmodel.cfm.

A Teaching Guide is provided for each course and offers learning activities and assignments appropriate to different instructional formats. Additional support is provided through workshops offered by the University's Center for Teaching and Learning, as well as through online coaching and mentoring programs for faculty (http://www.umuc.edu/faculty/facsupport/).

UMUC's learning management system provides appropriate real-time and asynchronous interaction between faculty and students in online classes, as well as access to course materials and a wide array of online library resources. All online classes have conferences and discussions in which students interact with faculty and with each other.

Student Support

UMUC provides all students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and

payment policies. Students have access to the complete range of student services available at UMUC in support of their distance education activities. All students are provided with the academic support they need to be successful in the online environment. Prospective and new students may enroll in a week-long online course, UMUC 411, which introduces them to online learning and to the resources of the university. Often referred to as a "test-drive," UMUC 411 is offered at no charge and students who take UMUC 411 are under no further obligation to continue to enroll.

All advertising, recruiting, and admissions materials are the same for all students, and accurately represent programs and services available. Full information is available at www.UMUC.edu.

Evaluation and Assessment

Students have the opportunity to evaluate course and faculty through a standard online evaluation that is built into every course. In addition, faculty are evaluated by their supervisors on a pre-determined schedule using a standard evaluation instrument, on the basis of direct observation.

Formal assessment planning in the Undergraduate School ensures assessment of student learning in alignment with program and course learning outcomes. The Undergraduate School approach to assessment begins with alignment of missions at institutional and program levels, alignment of program mission with learning outcomes, then learning outcomes with curriculum, flowing down to course outcomes and assignments. Assessment activities emphasize analysis of results and utilize feedback loops for continuous improvement.

Additional evaluation includes tracking of student retention, course completion, grade distributions, and cost-effectiveness. Periodic academic program reviews consider these factors, including comparisons between online and face-to-face formats.

Consistency with the State's Minority Student Achievement Goals

UMUC's student body is diverse. In fall 2010, 35% of UMUC's stateside students were African American, and minority students comprised 44% of total enrollment. UMUC enrolls more African American students than any single one of the four historically black colleges and universities in Maryland.   UMUC annually awards more degrees to African American students than any other institution in Maryland.

The B.S. in Health Services Management will be housed in the Business and Professional Programs department of The Undergraduate School. Data for fall 2012 show that 32% of students enrolled in classes within this department were African American and 10% were Hispanic. The proposed program is expected to reflect similar diversity and will help the state to meet its goals for minority student achievement.

Technology Fluency

Technology fluency is a core learning area for UMUC students and is assessed at the institutional level as well as being incorporated into all degree programs. All courses in this proposed program will be delivered entirely online, and some will also be offered as hybrid classes combining both face-to-face and online delivery, so that all students will be required to use enhanced technology to complete assignments. Students will use the online databases and other extensive online holdings of the UMUC Library to fulfill course requirements. The program will thus require students to acquire, maintain and demonstrate a high level of technological proficiency.

Library Requirements

No new library resources will be required to support the program. There are currently sufficient resources in health care administration, business and management, gerontology, and information systems because of existing programs both in the Undergraduate and Graduate Schools.

Facilities and Equipment

Physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and online and technology resources.

Finances
No new general funds will be required for implementation of the proposed revision to this program. As shown in the following tables, the program is expected to be self-supporting by year 2. A modest infusion of reallocated funds from internal resources will be required in year 1.

Resources and Expenditures

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	$33,528	$0	$0	$0	$0
2. Tuition/Fee Revenue (c+ g below)	$105,000	$222,600	$344,400	$478,800	$621,600
a. #F.T. Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	N/A	N/A	N/A	N/A	N/A
c. Annual Full Time Revenue (a x b)	N/A	N/A	N/A	N/A	N/A
d. # Part Time Students	25	53	82	114	148
e. Credit Hour Rate[a]	$350	$350	$350	$350	$350
f. Annual Credit Hours per student per year	12	12	12	12	12
g. Total Part Time Revenue (d x e x f)	$	$231,000	$252,000	$294,000	$315,000
3. Grants, Contracts, & Other External Sources	$0	$0	$0	$0	$0
4. Other Sources	$0	$0	$0	$0	$0
TOTAL (Add 1 - 4)	$138,528	$222,600	$344,400	$478,800	$621,600

Note a. In-state tuition = $251 per credit; out-of-state tuition = $499 per credit; average tuition is shown as $350 per credit based on an estimated enrollment of 60% in-state and 40% out-of-state students.

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Total Faculty Expenses (b + c below)	$24,678	$49,356	$74,034	$102,825	$131,616
a. Total sections taught	6	12	18	25	32
b. Total Salary[b]	$24,678	$49,356	$74,034	$102,825	$131,616
c. Total Benefits	0	0	0	0	0
2. Total Administrative Staff Expenses (b + c below)	$113,850	$113,850	$113,850	$113,850	$113,850
a. # FTE	1	1	1	1	1
b. Total Salary	$90,000	$90,000	$90,000	$90,000	$90,000
c. Total Benefits (26.5%)	$23,850	$23,850	$23,850	$23,850	$23,850
3. Total Support Staff Expenses (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits (26.5%)	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses (Course development, marketing, overhead)	0	0	0	0	0
TOTAL (Add 1 - 7)	$138,528	$163,206	$187,884	$216,675	$245,466

Note b. Faculty salary is based on an average adjunct faculty salary of $1371 per credit hour or $4113 for a three-credit course, for an associate professor with terminal degree at pay step 11 on UMUC's longevity scale for adjunct faculty.

Appendix A
B.S. in Health Services Management
Course Descriptions

Required Upper-Level Courses

HMGT 361 Introduction to the U.S. Health Care Sector (3)
>An overview of health care organizations in the United States and the current and emerging concepts, trends, policies, and issues. The structure of the health care sector, industry standards of care, health care policy and emerging trends are addressed.

HMGT 364 Management and Organization Theory in Health Care Organizations (3)
>An examination of the four functions of management with emphasis on the application of management concepts and theories to achieve organizational goals in the health care sector.

HMGT 370 Health Care Policies (3)
>An overview and analysis of public policies that govern the organization, delivery and financing of health services in the United States.

HMGT 372 Legal and Ethical Issues in Health Care (3)
>An examination of legal and ethical issues encountered in health care management and the ramifications of those issues on the delivery of health services and patient care.

HMGT 430 Health Care Economics (3)
>An introduction to contemporary economic theory and its application in the management, delivery and financing of health care systems. Examines how economic forces affect the health care sector and how performance can be assessed and improved using economic tools.

HMGT 440 Health Care Financial Management (3)
>An overview of acquiring, allocating, and managing the financial resources of health care organizations. Economic and accounting practices are discussed in terms of budget administration, cost analysis, financial strategies, and internal controls.

HMGT 495 Strategic Planning and Leadership in Health Care (3)
>(Intended as a final, capstone course to be taken in a student's last 15 credits.) Prerequisites: HMGT 364, 367, ECON 325. A study of strategic planning within a health care organization that integrates the knowledge and experience gained from previous study and builds on that conceptual framework through integrative analysis, practical application, and critical thinking. Leadership qualities and skills are also covered.

IFSM 305 Information Systems in Health Care Organizations (3)
>Prerequisite: IFSM 201. An overview of information systems and how they support organizational objectives in the health care sector.

STAT 230 Introductory Business Statistics (3)
> Prerequisite: MATH 103, MATH 106, or MATH 107 (preferably in the last two years). An introduction to the essential concepts of statistics for business and management. The objective is to assess the validity of statistical conclusions; organize, summarize, interpret, and present data using graphical and tabular representations; and apply principles of inferential statistics. Focus is on selecting and applying appropriate statistical tests and determining reasonable inferences and predictions from a set of data. Emphasis is on applications in business and management.

Supplemental Major Courses

GERO 301 Service Program Management (3)
> (Fulfills the general education requirement in behavioral and social sciences.) Recommended prerequisite: GERO 100. An exploration and analysis of the managerial aspects of providing health and human services in the field of gerontology through an integrated delivery system. The aim is to integrate concepts, strategies, and best practices for the management of health and human services.

GERO 302 Health and Aging (3)
> Recommended prerequisite: GERO 100. An exploration of the physiological processes of aging that covers normal aging and chronic illness. The goal is to distinguish normal aging from disease and evaluate factors that affect the health of older adults

GERO 342 Long Term Care Administration (3)
> Recommended prerequisite: GERO 100. An overview of the administrative and operational issues of long-term care facilities. The aim is to identify common forms of long-term care and articulate the responsibilities of a long-term care administrator.

HMGT 330 Health Care Marketing (3)
> Examines the role of marketing in the delivery of health care, and the makeup of the health care market and relevant consumer behavior. Explains the marketing process and the development and analysis of strategic health care marketing plans.

HMGT 400 Research and Data Analysis in Health Care (3)
> An introduction to research methods and the process of data identification and analysis in the health care field. The use of data systems for analyzing problems and needs, forecasting, and evaluating programs in health care settings are all considered.

HMGT 431 Hospital Management (3)
> Examines the organization and operation of hospitals with a focus on the manager's role in internal operations and external relations.

HMGT 432 Ambulatory Care Management (3)
>Examines the organization and administration of the various types of ambulatory services entities with a focus on the manager's role in internal operations and external relations.

HMGT 433 Managed Care (3)
>Examines the structural and operational characteristics of managed care organizations and plans and the implications for the management of hospitals and other health care organizations.

HMGT 486A Workplace Learning in a Health Care Management Setting (3)
>Prerequisite: 9 credits in the discipline and prior program approval

The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

IFSM 405 Health Care Information Technology (3)
>Examines the current and emerging use of technology in the health care sector. Technology to aid communication, provide information, and manage, aggregate, and disseminate data are considered.