

April 12, 2019

The Honorable James D. Fielder, Jr., Ph.D.
Secretary of Higher Education
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, Maryland 21201

Dear Secretary Fielder:

The University of Baltimore objects to the Bachelor of Professional Studies (BPS) in Health Services Management proposed by Goucher College. This BPS is not tied to existing curriculum at Goucher, nor does it appear to be consistent with the mission of Goucher College and to, as the proposal notes, “delivering a liberal arts education that prepares students within a broad, humane perspective for a life of inquiry, creativity, and critical and analytical thinking.” Rather, the proposed BPS program is professional in nature and duplicates existing programming at the University of Baltimore (UB), which is just over 10 miles from Goucher and has an upper division-only program in health systems management that has always been transfer-oriented and structured to be friendly to working adults. The UB Bachelor of Science (BS) in Health Systems Management is offered in midtown Baltimore and at the Universities at Shady Grove, and the majority of its classes are available online. The program is delivered in 10-week terms, not traditional semesters, and has since its 1999 launch **accepted as a block in transfer any associate of applied science (AAS) degree in any area of allied health. This is an open agreement available to all graduates of all Maryland community colleges in relevant programs who are otherwise admissible.**

The BPS is a wonderful option for expanding transfer with Maryland community college students who wish to complete their bachelor’s degrees without losing credits. We fully support BPS programs at both public and independent institutions. These programs may even develop innovative curriculum. But the BPS cannot be used to duplicate the content of existing degree programs that serve the same students or a win-win program becomes a losing proposition for the State, which has, in the case of public institutions, invested significant dollars in building quality programs.

Transfer Orientation

The UB mission is that it “offers career-focused education for aspiring and current professionals, providing the region with highly educated leaders who make distinctive contributions to the broader community.” Even when UB transitioned from being an upper-division-only institution, UB continued to shape its programs to be transfer-friendly, and UB’s undergraduate students are still mostly transfer students. The BS in Health Systems Management has never developed

lower-division courses, and it was originally developed to provide a high-quality bachelor's-level program for people working in health-related careers. For that reason, it has long accepted Maryland associate degrees in a block. Students without the associate degree may also see AAS credits transfer as general elective credit. While UB may also accept credits from Associate of Technical Studies (ATS) programs referenced in the Goucher proposal, ATS programs are not offered in the State of Maryland, and their role in the proposed BPS falls outside the regulations of the BPS.

Mode of Delivery and Regional Market

The proposed Goucher BPS program is to be delivered online, but this modality does not preclude duplication with the existing BS program at UB. Most online offerings attract students from the region where the school is located; the exceptions are institutions that are nothing like Goucher (e.g., the University of Phoenix, University of Maryland University College). Thus, Goucher's proposed online modality will be competing in the same pool as the University of Baltimore and for the very same students—those who are working and expect to attend part-time. The UB BS in Health Systems Management offers courses in Baltimore and at the Universities at Shady Grove, and it offers courses in three modalities, online, face to face, and hybrid. Face-to-face courses are offered on Saturdays only to cater to the working adult student. Most of the UB health systems management students attend part-time and work in several regional counties, including but not limited to Baltimore, Baltimore City, Montgomery, Frederick, Anne Arundel, and Prince George's, northern Virginia, and the District of Columbia. The UB BS in Health Systems Management is also approved as an Academic Common Market program. The proposed Goucher program calls for 8-week terms; UB offers 10-week accelerated semesters—the difference is not substantial enough to say they are different offerings.

Program Quality

The University of Baltimore BS in Health Systems Management program is certified by the Association of University Programs in Healthcare Administration (AUPHA). The AUPHA certification is reserved for those educational institutions that have withstood the rigors of peer review in which curricula, faculty, and educational outcomes are critically examined by peer review. The program faculty has members nationally and internationally recognized for their work in health care administration and health care generally; one member is now on the board of directors of AUPHA. The names of all program faculty, with their academic credentials and a brief statement of their backgrounds, is attached to this letter.

Additionally, because of its certification by the AUPHA, the Health Systems Management program has a collegiate chapter of the Upsilon Phi Delta Honor Society (UPD). UPD is the national academic honor society for students in healthcare administration in the United States. Membership in UPD is reserved for students who meet the national and local standards of AUPHA and are accepted and initiated into membership of a collegiate chapter. Undergraduate Health Systems Management students who maintain a 3.25 GPA after 18 credit hours of

coursework are eligible for induction into UPD. This is a benefit to job-seeking students not available through a BPS.

Both the UB program and the proposed Goucher BPS require an internship. UB, however, has developed working relationships with many major healthcare institutions in Maryland. Students thus have the opportunity to intern at more than 69 health care organization. These internship opportunities have taken years to develop and are the result of relationships and networks that UB faculty have fostered in the healthcare community. Importantly, many of these internships have converted to full-time employment.

Students in the UB BS in Health Systems Management may also qualify for an accelerated bachelor's-master's program in Health Systems Management. Students who maintain a 3.5 undergraduate GPA and are admissible to the graduate MS in Health Systems Management may take up to 9 graduate credits before the BS is completed. **Program Content**

The curriculum of the BPS in Health Services Management duplicates content in the University of Baltimore BS in Health Systems Management, with virtually every course in the specialization duplicating material in the UB program and with core courses overlapping UB general education and graduation requirements:

Goucher College proposal – BPS Health Services Management	University of Baltimore BS in Health Systems Management
BPS Major Courses (30 cr)	
<p>HSM XXX Introduction to Health Services Management (3)</p> <p><i>This course introduces the student to the concepts, theories, and practice of Health Services Management, using a combination of readings, multimedia, activities and assignments, and practical applications.</i></p>	<p>HSMG 371 Principles of Health Care Management I (3)</p> <p><i>Provides an understanding of the conceptual foundations and practices of management within health services organizations. Presents an overview of the structure, operation and management of health services organizations is presented. Perspectives from organizational theory and general management provide a conceptual basis for understanding and analyzing the practice of management in health service organizations. Uses the case study approach to develop management skills through the analysis of health care industry examples.</i></p> <p>HSMG 370 Overview of Health-Care Delivery Systems</p> <p><i>Provides a systematic overview of the U.S. health services system in order to familiarize the student with various mechanisms through</i></p>

	<i>which health services are delivered. Systems approach assists students in studying details of the various topics while maintaining a broad perspective of health care delivery.</i>
<p>HSM XXX Legal and Ethical Decision-Making in Health Services (3)</p> <p><i>This course builds on the BPS course The Legal Environment, while taking a more focused look at the implications of legal and ethical decision-making in a health services environment.</i></p>	<p>HSMG 477 Health Care Law and Risk Management (3)</p> <p><i>A study of the major legal issues encountered in the health care field by administrators and practitioners. Topics include issues of health care need, cost and quality control, Medicare and Medicaid, access to health care, the business roles of health institutions, health care contracts and claims, right to treatment, and federal health plans vs. private health coverage. (Prerequisite HSMG 370)</i></p>
<p>HSM XXX Health Informatics and Data Management (3)</p> <p><i>Client records, confidentiality, and use/management of large data sets are key topics in this course, which emphasizes the collection, manipulation, analysis, and application of data and knowledge in the health services sector</i></p>	<p>HSMG 300 Health Indicators (3)</p> <p><i>A basic introduction to classical approaches typically used to describe population health. Emphasizes appropriate summaries and methods of health utilization data display in tables and in graphs. Use of rates, ratios and proportions are addressed. Introduces basic data management, exploratory data analysis and report generation. Students gain hands-on experience in use of computer applications such as spreadsheets, statistical packages and data base management while becoming acquainted with useful health data sources. (Recommended EXCEL workshop) [Meets UB Information Literacy requirement]</i></p> <p>HSMG 302 Statistics for Health Administration (3)</p> <p><i>An introduction to the purposes and practices of statistical analysis in the health management sector. Students evaluate data analysis as presented in health management literature. Students also learn to distinguish between information based upon speculation, intuition and wishful thinking and that based upon systematic analysis of data.</i> prerequisite: none</p>

<p>HSM XXX Technology for the Health Services Industry (3)</p> <p><i>Technology for the Health Services Industry is a course that brings together for the student theories and concepts on using technology to communicate, manage resources, disseminate information, collect information, analyze information, and use information through the use of technology in the health services workplace</i></p>	<p>HSMG 379 Health Information Systems (3)</p> <p><i>This course provides future healthcare managers with an overview of health information systems. Students will gain an understanding the selection and use of information systems and review applications of information technology in healthcare. The course will review the current trends in information technology and describe how information systems can support high-quality patient care. Pre-requisite: None</i></p> <p>HSMG 376 Quantitative Methods for Health Care Managers (3)</p> <p><i>Provides quantitative tools and skills that apply to the decision-making and control systems in the practice of health systems management. This is the second of two sequenced courses designed to develop quantitative competencies. This course builds on the first course to develop systems-based spreadsheet modeling competencies that include good spreadsheet modeling practices, forecasting, facility layout, quality control, project management and inventory methods. prerequisite: satisfactory completion of HSMG 302</i></p>
<p>HSM XXX Management of Health Services (3)</p> <p><i>The management of health services involves the organization, structuring, and operation of disparate client and provider-based services into a coherent organization that functions with the highest level of customer service, the greatest efficiency, and a cost-effective approach management in support of the successful delivery of services</i></p>	<p>HSMG 372 Principles of Health Care Management II (3)</p> <p><i>Provides an understanding of the conceptual foundations and practices of management within health services organizations. Perspectives from organizational theory and general management provide a conceptual basis for understanding and analyzing the practice of management in health care organizations. Uses case study approach is used to develop management skills through the analysis of health care industry examples. Examines principles of management in health service organizations, specifically focusing on health professional accreditation, licensure,</i></p>

	<p><i>personnel issues, labor relations and select issues in material handling particular to health services organizations. Prerequisites: HSMG 371.</i></p>
<p>HSM XXX Compliance, Quality, and Customer Service (3)</p> <p><i>Focusing on the provision of excellent customer service, this course emphasizes benchmarks, standards, evaluation, assessment, and the use of data to make and sustain improvements</i></p>	<p>HSMG 472 Introduction to Quality Performance and Improvement in Health Care (3)</p> <p><i>This course offers an introduction to quality improvement and patient safety theories, models, methods and tools and their application to management in health care settings. This course focuses on the application of change processes that are critical to improving health quality by integrating theory and implementation. Specific content areas include the role of systems assessment and measurement as being fundamental to quality improvement. The student will explore the current forces driving the push toward quality outcomes and accountability at all levels and settings of healthcare, while focusing on the philosophy of continuous improvement through team work and collaboration.</i></p> <p>And some topics covered in HSMG 491 Health Planning and Program Evaluation (3)</p> <p><i>Enriches students' understanding of the complexity of the planning and evaluation processes used by health-care organizations. Covers theoretical and historical foundations of health planning, the relationship between health planning and regulation and the application of planning methods. Also presents various planning and evaluation models and techniques necessary to equip students with practical evaluation and planning skills.</i></p>
<p>HSM XXX Health Services and Public Policy (3)</p> <p><i>(No description provided)</i></p>	<p>HSMG 373 Health Policy and Politics (3)</p> <p><i>An in-depth study of a number of current policy issues in the American health care system. Particular attention is paid to the roles and powers of non-medical participants,</i></p>

	<p><i>including consumers, planners, administrators, and policy makers. (Prerequisite HSMG 370 & recommended 371 & 372)</i></p> <p>And some related topics are covered in HSMG 301 Introduction to Health Economics</p> <p><i>This is a survey course of the major topics in health economics. The student should develop an appreciation of the contribution economics makes to the study of health and health policy. Topics to be covered include the demand for health and healthcare, workforce issues, and the organization and financing of the US healthcare system.</i></p>
<p>HSM XXX Budget and Finance in Health Services Management (3)</p> <p><i>This course addresses the components of sound budget and finance management in the health services industry, incorporating accounting practice, budgeting, bookkeeping, and investing strategies</i></p>	<p>HSMG 303 Health Finance (3)</p> <p><i>Offer a current approach to the fundamentals of budgeting and financial management with an emphasis on health-care organizations. prerequisites: none</i></p>
<p>HSM XXX Grant Writing, Fund Raising, and Philanthropy (3)</p> <p><i>Many health services organizations and non-profits rely heavily on their ability to secure external funding such as grants, fundraising dollars, and philanthropy. This course looks at the unique requirements of each, and presents an organized blueprint for immediate implementation</i></p>	
<p>HSM XXX Human Resource Management in Health Services (3)</p> <p><i>The health services sector is growing significantly faster than the rest of industry in the United States, and globally, and the ability to provide services to clients is dependent on the employees within that organization. This course explores the topic</i></p>	<p>HR topics are covered in HSMG 498 Strategic Management in Health Care</p> <p><i>Examines strategic management in health care organizations. Includes discussions of the nature of strategic management, the environment of health organizations and methods of formulating, implementing and controlling the strategic management of</i></p>

<p><i>of human resources management within the health services sector</i></p>	<p><i>health care delivery. (Capstone (Final course) Prerequisite: Successful completion (C grade or better) of HSMG 300, HSMG 301, HSMG 370 and HSMG 371, or Permission of the HSMG Director.</i></p>
<p>BPS Core (30 cr) – not specific just to the proposed Health Services Mgmt program</p>	<p><i>UB general education and graduation requirements</i></p>
<p>BPS XXX Introduction to Professional Studies (3)</p> <p><i>This core BPS course introduces students to the professional environment, the skills and attributes that are required for success in that environment, and interpersonal, organizational, and professional framework that each leader must navigate</i></p>	<p><i>The UB program has no specific course for these topics, but the topics appear in various manifestations in courses throughout the program.</i></p>
<p>BPS XXX Digital and Professional Communication (3)</p> <p><i>This course provides the profession with knowledge of the importance of communication in the workplace; with skills in digital, written, oral, and interpersonal communication; and with the ability to apply those skills to successfully accomplish the work of the organization</i></p>	<p><i>UB graduation requirements: Information Literacy; Technological Fluency; Oral Communication [often transfers in from community college]; and 6 cr of English Composition [3 cr will transfer in from an AAS]</i></p> <p><i>Assignments in the BS address these skills as well. Presentations are incorporated in a number of courses including, but not limited to, HSMG 300 Health Indicators, HSMG 477 Health Law and Risk Management, and HSMG 498 Strategic Planning in Health Care</i></p>
<p>BPS XXX Critical Thinking, Research & Presentation (3)</p> <p><i>The ability to analyze problems, to conduct and use research for decision-making, and to share those decisions with others in the organization are all important in the career success of the professional. This course emphasizes the process of collecting, analyzing, and using information to document and solve a problem or challenge in the workplace</i></p>	<p><i>Student learning outcomes in the program require these skills, as do the University's general education program</i></p> <p><i>HSMG courses have dedicated librarians at both campuses to work with students in developing and refining research skills.</i></p> <p><i>Critical Thinking and Research are required in a number of courses HSMG 477 Health Care Law and Risk Management, HSMG 376 Quantitative Methods for Health Care Managers, HSMG 491 Health Planning and</i></p>

	<p><i>Program Evaluation, HSMG 498 Strategic Management in Health Care (capstone).</i></p> <p><i>Presentations are incorporated in a number of classes including, but not limited to HSMG 300 Health Indicators, HSMG 477 Health Law and Risk Management and HSMG 498 Strategic Planning in Health Care.</i></p>
<p>BPS XXX Technology for Information-Based Orgs. (3)</p> <p><i>Technology is a critical component for any organization or business. This course focuses on network technology, common professional software programs, technology requirements and supports, and information management in the workplace</i></p>	<p><i>See above in general education – Technological Fluency requirement</i></p> <p><i>General elective recommended: INSS 310 Management Information Systems</i></p>
<p>BPS XXX Ethics in Professional Life (3)</p> <p><i>This course provides a broad overview of ethical behavior in professional life, and addresses corporate culture and expectations, workplace behavior and interpersonal interactions, and parameters for ethical decision-making</i></p>	<p>IDIS 302 Ethical Issues in Business and Society</p> <p><i>{UB has a requirement for an upper-division ethics course; this is the usual course taken, and there is currently only one other option}</i></p> <p>Ethics for healthcare professionals are incorporated across a number of courses including, but not limited to HSMG 477 Health Law and Risk Management, HSMG 498 Strategic Planning in Health Care</p>
<p>BPS XXX The Legal Environment (3)</p> <p><i>Positive work environments, mutual respect, appropriate behavior, and compliance/regulations are all factors that influence life at work and within any organization. The Legal Environment is a survey course that addresses legal requirements for managers, workers, and clients; codes, regulations, and laws; and processes to maintain a safe and productive work culture that is safe and responsive for all staff and employees</i></p>	<p>HSMG 477 Health-Care Law and Risk Management</p> <p><i>A study of the major legal issues encountered in the health care field by administrators and practitioners. Topics include issues of health care need, cost and quality control, Medicare and Medicaid, access to health care, the business roles of health institutions, health care contracts and claims, right to treatment, and federal health plans vs. private health coverage. (Prerequisite HSMG 370)</i></p>

<p>BPS XXX Leadership in the Workplace (3)</p> <p><i>Explores the role of the leader at work, covers the different leadership styles, and encourages students to identify and actively use their own leadership style. Hands-on opportunities for leadership will be available throughout the course</i></p>	<p>Topics covered in HSMG 498 and HSMG 371-372 (see above and course descriptions attached)</p>
<p>BPS XXX Human Diversity in Social Contexts (3)</p> <p><i>Diversity is one of the highlights of life in American society, and this course provides opportunities for students to read about, discuss, analyze, and write about the ways in which diversity enhances, but also challenges, the workplace. Application of theory to practice is a main focus for this course</i></p>	<p><i>UB has a graduation requirement in the area of Global Awareness & Diverse Perspectives, which can be met through an HSMG elective or through a general University elective.</i></p>
<p>BPS XXX Public Advocacy and Negotiation (3)</p> <p><i>Public Advocacy and Negotiation. This course addresses ways in which the professional in the workplace can advocate for key constituent groups, and negotiate a pathway to consensus even in the most challenging situations. Tools such as arbitration, mediation, facilitation, and presentation will be covered in this course as students learn the basic tenets and applications of these key skills</i></p>	<p>Topics covered in HSMG 373 Health Policy and Politics HSMG 477 Health Law and Risk Management</p> <p><i>An in-depth study of a number of current policy issues in the American health care system. Particular attention is paid to the roles and powers of non-medical participants, including consumers, planners, administrators, and policy makers. (Prerequisite HSMG 370 & recommended 371 & 372) (Required for Cohort 12)</i></p>
<p>BPS XXX Professional Internship (3)</p> <p><i>The BPS Internship is a capstone for the BPS degree, occurring at the end of the student's course of study, and requiring hands on application of key theories and practices learned through the degree. May be completed in the student's current place of employment, if appropriate (150 hours)</i></p>	<p>HSMG 492 Internship (3)</p> <p><i>The internship serves as a bridge between theory and practice. Students apply their knowledge and acquire insights into the management of health service organizations. This practicum offers opportunities for observation, participation, and applying administrative skills in the institutional setting. Prerequisite: At least 12 credits HSMG including HSMG 371 and HSMG 372.</i></p>

	<p><i>*Note that this course is required to be taken concurrently with the internship. If the student is employed in a relevant occupation, the internship may be completed at the student's current place of employment provided that the preceptor is someone other than the student's current supervisor and the internship expectations are separate and distinct from the student's employment responsibilities.</i></p>
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As should be immediately apparent, there is overwhelming curricular overlap between the existing BS in Health Systems Management at the University of Baltimore and the proposed BPS at Goucher.

The proposed Goucher program is 60 credits with 30 in health systems. The UB health systems major is 42 credits. The UB program then requires electives that will complete the student's general education and graduation requirements. Most of the general education was completed in the associate degree (AS or AA or AAS), with an upper-division writing and upper-division ethics course required at UB. The science credit may still need to be completed if not done in the associate degree. Other requirements are met through the 42 credits in HSMG (capstone, information literacy) or are general electives, including in the fields of global awareness and diverse perspectives and technology fluency. Transfer students can complete all requirements by the time they reach 120 credits.

Summary of UB program:

Core courses (33 cr):

- Health Indicators (HSMG 300)
- Overview of Health-Care Delivery Systems (HSMG 370)
- Principles of Health-Care Management I (HSMG 371)
- Principles of Health-Care Management II (HSMG 372)
- Health Policy and Politics (HSMG 373)
- Quantitative Methods for Health Care Managers (HSMG 376)
- Introduction to Quality Performance and Improvement in Healthcare (HSMG 472)
- Health-Care Law and Risk Management (HSMG 477)
- Health Planning and Program Evaluation (HSMG 491)
- Internship (HSMG 492)
- Strategic Management in Health Care (HSMG 498)

Business requirements (9 cr):

- Introduction to Health Economics (HSMG 301)
- Statistics for Health Administration (HSMG 302)
- Health Finance (HSMG 303)

Electives (18 cr.) – used to meet general education and graduation requirements. A single UB course may meet a general education and a graduation requirement.

We at UB are concerned not only that such a BPS at Goucher would interfere with our existing recruiting but that it could also inhibit our ability to offer a BPS. Given that the University of Baltimore has an existing program in Health Systems Management, we believe it would be unjust to approve the Goucher BPS and would effectively waste State resources used to support this program.

If you have questions or need further information, please contact the Office of the Provost at (410) 837-5243.

Sincerely,

A handwritten signature in cursive script that reads "Kurt L. Schmoke".

Kurt L. Schmoke
President

Encl.

Appendix A: Faculty at UB in Health Systems Management

Tina Di Franco (Executive Director, School of Health and Human Services, College of Public Affairs)

J.D., Catholic University of America

B.S.N., University of Maryland

Tina Di Franco is the Program Director for the MS in Health Systems Management and is Executive Director of the School of Health and Human Services within the College of Public Affairs at the University of Baltimore. She has over twenty-five years of clinical experience in the areas of oncology, pediatrics, orthopedics and emergency/trauma care. After completing law school, she practiced law for approximately 20 years focusing her practice on health care generally and specifically on regulatory compliance, medical malpractice and risk management. She has lectured extensively on medical/legal issues including medical malpractice, electronic medical records, HIPAA compliance and risk assessment. She teaches health law to both undergraduate and graduate students.

She is a faculty fellow at the Schaefer Center for Public Policy at the University of Baltimore, the research arm of the College of Public Affairs, where she has engaged in applied research for projects commissioned by the Maryland Department of Health. Ms. Di Franco serves as a member of the Board of Directors for the Central Maryland Area Health Education Center (CMAHEC) and a member of the Advisory Board for the Health Information Technology Program in the Health Sciences School at Anne Arundel Community College.

Elizabeth Gammon (Assistant Professor)

Ph.D., University of Texas School of Public Health, Houston

CPA Certification, University of Texas, San Antonio

M.A., University of Houston

B.A., Texas A&M University

Dr. Gammon preceded her UB position with a successful career in health care administration that culminated in serving for several years as CFO of MD Anderson Cancer Center in Houston, Texas.

Margaret Gillingham (Lecturer)

B.S., M.S., Carnegie Mellon University

Margaret Gillingham teaches full-time in the undergraduate Health Systems Management program at the University of Baltimore. Her work focuses on courses for those interested in health service delivery. Her research efforts include assistance on projects for the Maryland Department of Health provided through the Schaefer Center for Public Policy. Ms. Gillingham previously worked as a software specialist for the Maryland Office of Planning.

Yu (Sunny) Kang

Ph.D., University of Maryland, Baltimore County, and University of Maryland, Baltimore

M.S., University of Maryland, Baltimore

M.P.P., University of Maryland, Baltimore County

Dr. Kang's research interests center on health disparities in long-term care settings among underserved populations and how federal and state legislation, regulations, policies and programs can reduce or eliminate such disparities. Dr. Kang's previous works are published in *The Gerontologist*, *Journal of Aging & Social Policy*, and *Medical Care Research and Review*. She has served as the program chair of the Aging & Public Health Section of the American Public Health Association for its 2012 and 2013 conferences.

C. Alan Lyles

M.P.H., Sc.D., The Johns Hopkins University

CERT, University of Maryland, University College

B.S. Pharm., University of Maryland

B.A., Loyola College

Dr. Lyles is a professor in both the College of Public Affairs' School of Health and Human Services and School of Public and International Affairs. He is also a fellow of the National Academy of Public Administration. He received the 12-member University System of Maryland (USM) Regents' Faculty Award for Excellence in Scholarship, Research, or Creative Activity in 2017. From 2003-13, he served as the Henry A. Rosenberg Professor of Public, Private and Nonprofit Partnerships at the University of Baltimore, and was recently appointed the Henry A. Rosenberg Professor of Government, Business and Nonprofit Partnerships, 2015-17. Prior to beginning his career at the University of Baltimore, he was an assistant dean in the Johns Hopkins University School of Medicine and had an academic appointment in the School of Health and Public Hygiene. He also has 9 years of experience in managing health services (1970s Johns Hopkins Hospital, 1980s Johns Hopkins University School of Medicine).

Dr. Lyles serves on editorial boards and has published and lectured extensively in the United States and abroad. He was visiting chair of pharmacoeconomics (2006) and a Fulbright Senior Specialist twice (2007 and 2011) at the University of Helsinki.

Carol A. Molinari

Ph.D., Johns Hopkins University
M.P.H., University of North Carolina
M.B.A., University of Baltimore
B.A., Brooklyn College

Dr. Molinari's scholarship and research includes healthcare governance, online pedagogy, cultural competence and inclusion, and long-term care management. She co-edited a textbook in long-term care management that is in its third edition. Her current interests include cultural competence and diversity management, online pedagogy, and long-term care management. She is a faculty fellow at the Schaefer Center for Public Policy at the University of Baltimore, the research arm of the College of Public Affairs, and teaches in the Certificate of Public Administration. Dr. Molinari has published in peer-reviewed journals that include: *Medical Care*, *Social Science and Medicine*, and *Health Services Research*. She has also published many chapters in *Management and Long-term Care Management* texts and maintains an active current research agenda.

Dr. Molinari has assumed leadership roles in health care and higher education. She is a governing board member of the Association of University Programs in Health Administration (AUPHA). She has served as trustee of a large integrated healthcare system in the Northwest and governing board member on several community boards. She consults with academic programs re: program and institutional accreditation reviews.

Lorenda A. Naylor

Ph.D., American University
M.P.H., University of Kansas
B.S., M.P.A., Kansas State University

Dr. Naylor worked in social services for 10 years in a variety of settings: corrections, community, child welfare, including foster care and abuse investigations, and public health, where she focused on maternal child health. Her research focuses on child welfare, privatization and administrative reform, and she has lectured in North America, Asia and Africa. She is tenured in the School of Public and International Affairs and teaches one course in the undergraduate BS in Health Systems Management.

Christine S. Spencer

B.A. Bard College
D.Sc. Harvard University

Dr. Spencer is currently serving as Dean of the College of Arts & Sciences and not teaching in Health Systems Management. She has worked as a researcher at both Harvard and the Johns Hopkins Medical Institutions and is tenured as a full professor within the School of Health and

Human Services. Dr. Spencer was a member of the research team that developed the Medicare physician payment system that is still being used today.

Alan S. Weisman, FACHE (Lecturer, Program Director, Undergraduate Health Systems Management Program)
M.A., B.S., University of Baltimore

Mr. Weisman earned his Board Certification in Healthcare Management in 2004 and is a Fellow in the American College of Healthcare Executives (FACHE). He is the immediate past president of the Maryland Association of Healthcare Executives (MAHCE), serving as president from 2013-2015 and currently serves as the Maryland Regent for MAHCE. He has had held healthcare management positions in the Baltimore-Washington area at Sinai Hospital, University of Maryland Medical Center, and Maryland General Hospital. In 2005, he became the first Administrator of the Heart Institute at the Children's National Medical Center in Washington, D.C. where he coordinated the business and clinical operations for Cardiology, Cardiovascular Surgery and Interventional Cardiology.

John Callahan (Emeritus Executive in Residence, Former Executive Director University of Baltimore, School of Health and Human Services)
B.S. Fordham University
M.R.P., Ph.D., Syracuse University

Dr. Callahan served as the Assistant Secretary of Management & Budget at the Department of Health & Human Services (HHS). He was named Acting Commissioner of Social Security by President Clinton in 1997. Prior to his service at HHS, Dr. Callahan was Chief of Staff to Senator Jim Sasser (D-TN), Deputy Staff Director for the U.S. Senate Budget Committee, and Staff Director for the Senate Governmental Affairs Subcommittee on Intergovernmental Relations. He is a member of the National Academy for Public Administration and served as the Chief Financial Officer for that professional organization.

• **HSMG 300 HEALTH INDICATORS (3)**

A basic introduction to classical approaches typically used to describe population health. Emphasizes appropriate summaries and methods of health utilization data display in tables and in graphs. Use of rates, ratios and proportions are addressed. Introduces basic data management, exploratory data analysis and report generation. Students gain hands-on experience in use of computer applications such as spreadsheets, statistical packages and data base management while becoming acquainted with useful health data sources. (Recommended EXCEL workshop) (Required for Cohort 12). [IL]

• **HSMG 301 INTRODUCTION TO HEALTH ECONOMICS (3)**

This is a survey course of the major topics in health economics. The student should develop an appreciation of the contribution economics makes to the study of health and health policy. Topics to be covered include the demand for health and healthcare, workforce issues, and the organization and financing of the US healthcare system.

• **HSMG 302 STATISTICS FOR HEALTH MANAGEMENT (3)**

An introduction to the purposes and practices of statistical analysis in the health management sector. Students evaluate data analysis as presented in health management literature. Students also learn to distinguish between information based upon speculation, intuition and wishful thinking and that based upon systematic analysis of data. prerequisite: none

• **HSMG 303 HEALTH FINANCE (3)**

Offer a current approach to the fundamentals of budgeting and financial management with an emphasis on health-care organizations. prerequisites: none

• **HSMG 370 OVERVIEW OF HEALTH CARE DELIVERY SYSTEM (3)**

Provides a systematic overview of the U.S. health services system in order to familiarize the student with various mechanisms through which health services are delivered. Systems approach assists students in studying details of the various topics while maintaining a broad perspective of health care delivery.

- **HSMG 371 PRINCIPLES OF HEALTH CARE MANAGEMENT I (3)**

Provides an understanding of the conceptual foundations and practices of management within health services organizations. Presents an overview of the structure, operation and management of health services organizations is presented. Perspectives from organizational theory and general management provide a conceptual basis for understanding and analyzing the practice of management in health service organizations. Uses the case study approach to develop management skills through the analysis of health care industry examples.

- **HSMG 372 PRINCIPLES OF HEALTH CARE MANAGEMENT II (3)**

Provides an understanding of the conceptual foundations and practices of management within health services organizations. Perspectives from organizational theory and general management provide a conceptual basis for understanding and analyzing the practice of management in health care organizations. Uses case study approach is used to develop management skills through the analysis of health care industry examples. Examines principles of management in health service organizations, specifically focusing on health professional accreditation, licensure, personnel issues, labor relations and select issues in material handling particular to health services organizations. Prerequisites: HSMG 371.

- **HSMG 373 HEALTH POLICY AND POLITICS (3)**

An in-depth study of a number of current policy issues in the American health care system. Particular attention is paid to the roles and powers of non-medical participants, including consumers, planners, administrators, and policy makers. (Prerequisite HSMG 370 & recommended 371 & 372) (Required for Cohort 12)

- **HSMG 376 QUANTITATIVE METHODS FOR HEALTHCARE MANAGERS (3)**

Provides quantitative tools and skills that apply to the decision-making and control systems in the practice of health systems management. This is the second of two sequenced courses designed to develop quantitative competencies. This course builds on the first course to develop systems-based spreadsheet modeling competencies that include good spreadsheet modeling practices, forecasting, facility layout, quality control, project management and inventory methods. prerequisite: satisfactory completion of HSMG 302

- **HSMG 378 INTRODUCTION TO GLOBAL HEALTH (3)**

This course provides an introduction to important global health issues, including health determinants and key areas of disease burden, and the role that new health technologies can play in solving these problems. Students will examine case studies of successful global health interventions to understand features of successful programs. Working in small groups, students will use their knowledge to design a solution to a real world health challenge facing a developing country. Prerequisites: None [GD]

- **HSMG 379 HEALTH INFORMATION SYSTEMS (3)**

This course provides future healthcare managers with an overview of health information systems. Students will gain an understanding the selection and use of information systems and review applications of information technology in healthcare. The course will review the current trends in information technology and describe how information systems can support high-quality patient care. Pre-requisite: None

- **HSMG 470 INDIVIDUAL RESEARCH (3)**

Individual research on an academically sound project of interest in the health systems management field. Research is to be conducted in consultation with a monitoring faculty member. prerequisite: permission of the program director.

- **HSMG 471 SPECIAL TOPICS IN HEALTH SYSTEMS MANAGEMENT (3)**

This course will cover specific topics, issues and trends in health management. Prerequisite: None

- **HSMG 472 INTRODUCTION TO QUALITY PERFORMANCE AND IMPROVEMENT IN HEALTHCARE (3)**

This course offers an introduction to quality improvement and patient safety theories, models, methods and tools and their application to management in health care settings. This course focuses on the application of change processes that are critical to improving health quality by integrating theory and implementation. Specific content areas include the role of systems assessment and measurement as being fundamental to quality improvement. The student will explore the current forces driving the push toward quality outcomes and accountability at all levels and settings of healthcare, while focusing on the philosophy of continuous improvement through team work and collaboration.

- **HSMG 477 HEALTH CARE LAW AND RISK MANAGEMENT (3)**

A study of the major legal issues encountered in the health care field by administrators and practitioners. Topics include issues of health care need, cost and quality control, Medicare and Medicaid, access to health care, the business roles of health institutions, health care contracts and claims, right to treatment, and federal health plans vs. private health coverage. (Prerequisite HSMG 370) (Recommended for Cohort 10, 11).

- **HSMG 490 SURVEY RESEARCH AND DATA ANALYSIS FOR HEALTH SVCS ADMINISTRATION (3)**

This hands-on course provides an overview of typical data analysis methods used in the health services setting, with an emphasis on surveys, including statistical analysis used for health management decision-making. Reviews typical graphical displays of data used in quality assurance programs. Basic PC applications necessary for health managers such as spreadsheets and databases are introduced. Prerequisite: APST 308 or equivalent, EXCEL workshop SPSS (Recommended for Cohort 8)

- **HSMG 491 HEALTH PLANNING AND PROGRAM EVALUATION (3)**

Enriches students' understanding of the complexity of the planning and evaluation processes used by health-care organizations. Covers theoretical and historical foundations of health planning, the relationship between health planning and regulation and the application of planning methods. Also presents various planning and evaluation models and techniques necessary to equip students with practical evaluation and planning skills.

- **HSMG 492 INTERNSHIP (3)**

The internship serves as a bridge between theory and practice. Students apply their knowledge and acquire insights into the management of health service organizations. This practicum offers opportunities for observation, participation, and applying administrative skills in the institutional setting. prerequisite: At least 12 credits HSMG including HSMG 371 and HSMG 372.

- **HSMG 493 HONORS SEMINAR (3)**

An advanced interdisciplinary seminar that focuses on important books and issues and encourages independent thinking, clear presentation and an understanding of the concerns and methods of various disciplines. The course may be team taught; topic and instructor(s) may change from semester to semester. Course may be repeated for credit

when topic changes. prerequisites: 3.3 GPA and permission of the Denit Honors program director

- **HSMG 494 HONORS PROJECT (3 - 6)**

Directed individual instruction in an advanced project of the student's choice; the project must be academically related to this discipline. Each student works closely with a faculty director who guides his/her progress. The project must be of honors quality and must be finally approved by both the faculty director and a second faculty member. Course is eligible for a CS grade. Prerequisite: Honors standing, a 3.5 GPA and permission of both the Honors Program Director and the faculty director.

- **HSMG 498 STRATEGIC MANAGEMENT IN HEALTH CARE (3)**

Examines strategic management in health care organizations. Includes discussions of the nature of strategic management, the environment of health organizations and methods of formulating, implementing and controlling the strategic management of health care delivery. (Capstone (Final) course) Prerequisite: Successful completion (C grade or better) of HSMG 300, HSMG 301, HSMG 370 and HSMG 371, or Permission of the HSMG Director. [meets Capstone and Oral Communication grad requirements]