



August 14, 2020

Kim E. Schatzel, Ph.D.
President

Office of the President
8000 York Road
Towson, MD 21252-0001

James D. Fielder, Ph.D.
Secretary of Higher Education
Maryland Higher Education Commission
6 N. Liberty Street
Baltimore, MD 21201

Dear Secretary Fielder:

Towson University writes to seek your review and approval of an off-campus offering of the Bachelor of Science in Healthcare Management at Towson University in Northeastern Maryland (TUNE) (HEGIS 1202-00, CIP 51.0701).

This offering will help address a strong need for professionals with health administration degrees that is projected for the next decade. The program's articulation via a 2+2 arrangement with Harford and Cecil Community Colleges provides for appropriate and accessible pathways for Marylanders to move from associate's degree to bachelor's degree. An established curriculum sequence from the two-year program to the four-year program allows students to graduate and begin their professional careers in an efficient manner.

Please contact Dr. Westley Forsythe if you have any questions or require additional information (410-704-3312, wforsythe@towson.edu).

Thank you in advance for your review.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kim Schatzel', written over a horizontal line.

Kim Schatzel, Ph.D.
President

KS/wrf

cc: Dr. Antoinette Coleman, Associate Vice Chancellor, Academic Affairs, USM
Dr. Melanie L. Perreault, Provost and Executive Vice President of Academic and Student Affairs
Dr. Lisa Plowfield, Dean College of Health Professions
Dr. Tab Urich, College of Health Professions

410.704.2356 410.704.3488
presidentsoffice@towson.edu
www.towson.edu



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Cover Sheet for In-State Institutions New Program or Substantial Modification to Existing Program

Institution Submitting Proposal

Towson University

Each action below requires a separate proposal and cover sheet.

- | | |
|--|--|
| <input type="radio"/> New Academic Program
<input type="radio"/> New Area of Concentration
<input type="radio"/> New Degree Level Approval
<input type="radio"/> New Stand-Alone Certificate
<input checked="" type="radio"/> Off Campus Program | <input type="radio"/> Substantial Change to a Degree Program
<input type="radio"/> Substantial Change to an Area of Concentration
<input type="radio"/> Substantial Change to a Certificate Program
<input type="radio"/> Cooperative Degree Program
<input type="radio"/> Offer Program at Regional Higher Education Center |
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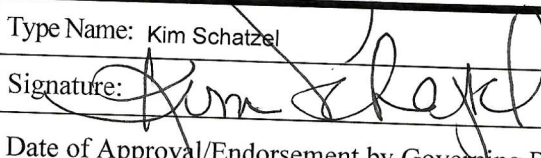
Payment ☒ Yes

Submitted: ☐ No

Payment ☒ R*STARS

Type: ☐ Check

Date Submitted:

Department Proposing Program	Health Sciences		
Degree Level and Degree Type	Bachelor's of Science		
Title of Proposed Program	Health Care Management		
Total Number of Credits	120		
Suggested Codes	HEGIS: 120200	CIP: 510701	
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (<i>fully online</i>) <input type="radio"/> Both		
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources		
Projected Implementation Date	<input type="radio"/> Fall <input type="radio"/> Spring <input checked="" type="radio"/> Summer Year: 2021		
Provide Link to Most Recent Academic Catalog	URL: https://catalog.towson.edu/undergraduate/		
Preferred Contact for this Proposal	Name: Westley Forsythe, PhD		
	Title: Director of Accreditation and Compliance Services		
	Phone: (410) 704-3312		
	Email: wforsythe@towson.edu		
President/Chief Executive	Type Name: Kim Schatzel		
	Signature: 		Date: 8/18/20
	Date of Approval/Endorsement by Governing Board:		

Revised 6/13/18

Executive Summary

The undergraduate Health Care Management program at Towson University is proposing to offer its curriculum at Towson University Northeast (TUNE). Availability of the program at TUNE reflects a number of the university's strategic goals and is consistent with the Maryland State Plan for Postsecondary Education. The program extends access to education for all Marylanders through its location in the northeastern part of the state and through its partnership with Harford Community College. A strong need for professionals with health administration degrees is projected for the next decade.

The program will be offered in a 2+2 arrangement with associate's degree graduates, primarily from Harford Community College and Cecil College. An established curriculum sequence from the two-year program to the four-year program allows students to graduate and begin their professional careers in an efficient manner. Structured in a cohort format to guarantee course availability and faculty and advising support, the program culminates in a full-time internship experience in the local geographic area, which will provide new well-qualified program graduates for employment in Harford County and the surrounding regions. The program will draw from its existing full-time faculty on the Towson campus, but given available faculty resources to manage that large, ongoing program, will need to be supported by the addition of new faculty members as well. No other resources are needed to offer the program, as the TUNE building has sufficient classroom, office, and student study and support space to accommodate the Health Care Management program.

A. Centrality to institutional mission statement and planning priorities

The proposed undergraduate degree program in Health Care Management (HCMN) at Towson University Northeast (TUNE) reflects a number of priorities articulated in Towson University's Mission & Strategic Plan. In addition to valuing community college partnerships, the program highlights leadership development, experiential learning, and contribution to Maryland's workforce.

The Towson University mission and plan declare that "Towson University is an integral partner with the state's community college system. The university serves a robust and growing transfer student population, focusing on program offerings, integration and success in completing their baccalaureate degree and beyond."¹ The HCMN program at TUNE is designed to integrate directly with students from Harford Community College, and will be offered in a cohorted, structured plan of study that facilitates successful degree completion.

The mission and strategic plan refer to efforts to "enhance existing partnerships and develop strategic partnerships as they relate to workforce"¹ in order to "promote economic and workforce development to keep the majority of Towson graduates

¹ Towson University, Mission and Strategic Plan. (2020). Retrieved from <https://www.towson.edu/about/mission/>

working in Maryland.”¹ The HCMN program requires a mandatory capstone experience, a 12-week full-time internship in a Maryland health care organization, through partnerships and affiliation agreements developed between the program and area institutions. It therefore becomes a pipeline for new health administration professionals for Maryland employers. This capstone also reflects Towson’s expanded “emphasis on internships and experiential learning”¹, through efforts to “significantly increase corporate, educational, government and health care partnerships to help provide these opportunities.”¹

One of Towson University’s Institutional Objectives & Outcomes speaks to a “model for leadership development”¹ by providing “credit and non-credit bearing programming for students, faculty, staff and the community to develop and understand leadership philosophies and styles.”¹ An understanding and appreciation for leadership is integral to the HCMN curriculum, and students have multiple opportunities to gain competencies in this key responsibility area for any health administration professional.

The Health Care Management program within the College of Health Professions has had an average of 300 enrolled undergraduate students annually for the past several years, and in the past six years, has doubled its annual graduation rate from approximately 50 to 100 students.² Housed within the Department of Health Sciences, the program is sufficiently resourced with administrative, financial and technical support and is supported by faculty with a breadth of industry expertise. The program anticipates that the highly qualified faculty will teach on both the main campus and the TUNE campus. With support from Towson’s main campus HCMN program faculty and departmental leadership, this undergraduate program will be well positioned as a growth opportunity for student success. Students will have classroom and leadership experiences that are congruent with the quality of programming currently being offered. The HCMN program at TUNE will offer students additional opportunities to pursue education in health care management and administration careers in their local community. Any students enrolled in Health Care Management at the TUNE location can be assured of program continuation that will allow sufficient time to complete the program.

B. Critical and compelling regional or Statewide need as identified in the State Plan

Offering the bachelor’s degree in Health Care Management (HCMN) at Towson University Northeast (TUNE) is consistent with several of the objectives identified in the Maryland State Plan for Postsecondary Education.³ Specifically, the HCMN curriculum and structure address three of the Strategies outlined under “Success,”³ and are as follows:

¹ Towson University, Mission and Strategic Plan. (2020). Retrieved from <https://www.towson.edu/about/mission/>

² Maryland Higher Education Trend Data and Program Inventory (n.d.). Retrieved from https://data.mhec.state.md.us/mac_Trend.asp

³ Maryland Higher Education Commission, *The Maryland state Plan for Postsecondary Education: increasing student success with less debt, 2017-2021*, (Blatimore, 2017),p.20.

Strategy 4 – “Continue to ensure equal educational opportunities for all Marylanders by supporting all postsecondary institutions.”³

As described in this strategy, direct collaboration with a community college enhances the student experience for students graduating with associate’s degrees. Establishment of a baccalaureate-level program in HCMN expands access to community college graduates in health administration education and professional preparation, which is identified as a growth area. A market research report by EAB conducted in May 2019 indicates “both state and regional employers demonstrated increased demand for bachelor’s-level health leadership professionals between September 2016 and April 2019.”⁴ Graduates of TU’s HCMN program receive preparation in health leadership.

Strategy 6 – “Improve the student experience by providing better options and services that are designed to facilitate prompt completion of degree requirements.”³

Development of an articulation agreement that clearly defines the transition from the two-year school to the four-year school enhances the student experience for transfer students. The establishment of structured pathways that outline the course requirements needed for entry into the major and for degree completion can streamline the advising process and help to ensure that students are well served. The design of the program allows for smooth entry into the HCMN program through the completion of lower-level course requirements at Harford Community College or at Cecil College that prepare students well for the focused courses in the major. The Harford Community College articulation agreement is found in **Appendix A**; the Cecil College articulation agreement is in the signature phase.

Strategy 7 – “Enhance career advising and planning services and integrate them explicitly into academic advising and planning.”³

A major component of this strategy is helping to prepare students for optimal career opportunities based on their education. A recommended vehicle identified in the EAB report is the use of internship experiences as a mechanism to allow students to translate the knowledge and skills obtained in the classroom to the work environment.

Coupled with career planning and resources provided by the HCMN program and dedicated HCMN faculty advisors, the HCMN program has already begun to develop strong relationships with a number of health-related institutions in Harford County. All students complete a 12-week full-time student internship experience at an area agency or hospital, and many are offered employment following their internship experiences.

³Maryland Higher Education Commission, *The Maryland state Plan for Postsecondary Education: increasing student success with less debt, 2017-2021*, (Blatimore, 2017),p.20.

⁴ EAB Global, Inc. (2019). *Market demand for a post-baccalaureate certificate in health leadership: Analysis of state employer demand, peer program characteristics, and student trends*. Washington, DC.

C. Quantifiable and reliable evidence and documentation of market supply and demand in the region and State

The Department of Health Sciences requested an analysis from EAB to explore market demand and availability of job openings for positions requiring leadership knowledge and management expertise in today's health-related organizations. According to the analysis, the demand for professionals prepared at the bachelor's degree with health management and leadership skill sets grew 117% between 2016 and 2019 at the regional level and 75% at the state level, as measured by job postings.⁴ Regional job postings for bachelor's-level health administration professionals rose an estimated 3% per month between 2016 and 2019.⁴ Similar academic programs offering health administration and leadership coursework report a 135% growth in certificate completions between 2013 and 2017, representing steady enrollments.⁴

The EAB report notes a projection for strong state and regional employment growth for bachelor's level health care management professionals well into 2028. According to the report, Maryland state employers seek professionals at the bachelor's level or higher with health administration and leadership skills for many diverse employment roles, including but not limited to, health service administrators, health program managers, health service directors, medical directors, nurse auditors, and practice managers.

The Maryland Department of Labor projects more modest, but steady, needs in health administrators. Projections of position vacancies or new positions for the 2016-2026 period total nearly 12%.

⁴ EAB Global, Inc. (2019). *Market demand for a post-baccalaureate certificate in health leadership: Analysis of state employer demand, peer program characteristics, and student trends*. Washington, DC.

Commonly Posted Job Titles

Frequently Posted Job Titles for Bachelor's-Level Health Management Professionals⁴

May 2018-April 2019, State Data

Frequently Posted Job titles for Bachelor's-Level Health Management Professionals May 2018 – April 2019, Data	
Job Title	Number of Job Postings (n = 616)
Health Services Directors	40
Program Managers (Management)	38
Medical Directors	18
Clinical Managers (Management)	16
Health Services Administrators	16
Practice Managers	16
Medical Coding Auditors	16
Vice Presidents	15
Behavioral Health Care Managers	13
Project Managers (Management)	11
Medical Records Specialists	10
Directors of Quality Improvement	9
Health Information Management (HIM) Managers	9
Executive Directors	8
Directors of Contracts	8
Operations Managers (Management)	8
Remote Medical Coders	8
Directors of Strategy	7
Practice Directors	7
Program Improvement Managers	7

Maryland Occupational Projections – 2016-2026 – Workforce Information and Performance⁵

Maryland Occupational Projections - 2016-2026 - Workforce Information and Performance	
Job Title	Percentage Change
Medical and Health Service Managers	11.9% increase

⁴ EAB Global, Inc. (2019). *Market demand for a post-baccalaureate certificate in health leadership: Analysis of state employer demand, peer program characteristics, and student trends*. Washington, DC.

⁵ Maryland Occupational Projections – 2016 – 2026 – Workforce Information and Performance (n.d.). Retrieved from <http://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml>

The table below illustrates the current and projected supply of prospective baccalaureate degree program graduates from 2014-2019 at Maryland institutions. In addition to our existing Health Care Management program on Towson University's main campus, two other USM schools and one private school have similar programs, while Coppin State University's program is focused more specifically on health information management.

	Fall Enrollment in Similar Programs					
Institution	Program name	2014	2015	2016	2017	2018
Coppin State University	Health Information Management	80	89	120	157	80
Towson University	Health Care Management	303	321	309	293	287
University of Baltimore	Health Systems Management	194	194	195	167	141
University of MD Global Campus	Health Services Management	504	826	1061	1207	1316
Washington Adventist University	Healthcare Administration	32	26	27	27	31

Source: MHEC Trends in Degrees and Certificates by Program

D. Reasonableness of program duplication

As identified in the enrollment table above, a number of similar BS programs exist within Maryland. However, none serves the northeast portion of the state where TUNE is located. TU Institutional Research data for Fall 2017 – Spring 2020 show that students from Harford and Cecil Counties comprise 6% - 8% of HCMN students attending Towson University, the fourth largest representation behind Baltimore, Montgomery, and Prince George's counties. The Management and Business Administration programs have the highest student enrollment at Harford Community College and Cecil College, and those students are the target audience for HCMN at TUNE.

The Health Systems Management program at the University of Baltimore (UB) is offered in a non-traditional format appropriate for full-time working students, as opposed to Towson's largely face-to-face format for a more traditional undergraduate population.⁶ UB's program is comprised of Saturday and online classes, and is also offered at the Universities at Shady Grove in Rockville. Similar to the Towson program serving the northeast part of the state through a relationship with Harford Community College, the Rockville program is delivered in a transfer format with Montgomery College in the Washington, DC area. Much of the coursework is similar, although Towson's HCMN program requires a 24-credit minor in Business Administration, compared to the nine Business credits at UB.⁷

Coppin State University's degree in Health Information Management varies considerably from Towson's HCMN program through its focus on data management and information security. Students develop expertise in coding and classification for reimbursement, patient privacy, and data analysis for decision-making. The program has an accrediting body specific to its field, the Commission on Accreditation for Health Informatics and Information Management Education.⁸

Students in the Health Services Management program at the University of Maryland Global Campus (UMGC) enroll in a completely online program, and do not complete a field-based internship. Whereas the Towson HCMN program caters to the entry-level student with limited work experience, the UMGc program recommends that incoming students have an overall understanding of the health care system, along with knowledge of specific functions and operations.⁹

⁶B.S. in Health Systems Management. (n.d.) Retrieved from <https://www.ubalt.edu/cpa/undergraduate-majors-and-minors/majors/health-systems-management/>

⁷About. (2020). Retrieved from <https://www.towson.edu/chp/departments/health-sciences/undergrad/health-care/about/>

⁸ Bachelor of Science in Health Information Management. (2020). Retrieved from <https://www.coppin.edu/academics/healthinformationmanagement>

⁹ Health Services Management Bachelor's Degree. (2020). Retrieved from <https://www.umgc.edu/academic-programs/bachelors-degrees/health-services-management-major.cfm>

Similarly, the Health Care Administration program at Washington Adventist University recruits the “adult student with work experience in the area of health care.”¹⁰ Because of students’ backgrounds, the program does not include or offer an internship experience, or the coursework equivalent of 24 credits in Business Administration. Students instead have the opportunity to pursue other areas of study through the required 43-52 elective credit hours.

Institution	Degrees Awarded in Similar Programs					
	Program name	2014	2015	2016	2017	2018
Coppin State University	Health Information Management	40	17	17	25	28
Towson University	Health Care Management	51	77	114	103	104
University of Baltimore	Health Systems Management	19	30	19	40	33
University of Maryland Global Campus	Health Care Administration	0	22	96	161	190
Washington Adventist University	Healthcare Administration	20	8	17	11	13

Source: MHEC Trends in Degrees and Certificates by Program

E. Relevance to the identity of Historically Black Institutions (HBIs)

Towson University does not anticipate any impact on the identity or mission of HBIs. None directly provides baccalaureate academic programming specifically focused on health administration and management

¹⁰ Bachelor of Science in Health Care Administration. (2020). Retrieved from <https://www.wau.edu/academics/professional-degree-programs/healthcare-administration/>

F. Relevance to high-demand programs at Historically Black Institutions (HBIs)

Towson University does not anticipate any impact on the implementation or maintenance of high-demand programs at HBIs. Coppin State University is the only HBI with a baccalaureate program containing any similarities to Towson's HCMN program. However, its focus is clearly centered on health information management (HIM) rather than more broadly on overall health care management. Towson does not offer an HIM degree at the undergraduate level.

To further illustrate, Towson's HCMN program has a Classification of Instructional Program (CIP) code of 510701, corresponding to the category of "Health/Health Care Administration/Management."¹¹ Coppin's HIM program has a CIP code of 510706, or "Health Information/Medical Records Administration."¹¹

G. Adequacy of curriculum design and delivery to related learning outcomes

The proposed Health Care Management program to be offered at TUNE exactly mirrors the ongoing and longstanding Health Care Management program offered on Towson's main campus. The first class of 58 HCMN students was enrolled at Towson in 1997. The program has the unique distinction of being one of only two health administration programs in Maryland that are certified by the Association of University Programs in Health Administration (AUPHA). AUPHA promotes excellence in health care management education by setting educational standards "that foster excellence in health management and policy education in order to improve the delivery of health services and thus the health of citizens."¹² The Towson University HCMN program prepares students with "analytical skills and leadership abilities in order to actively address organizational problems to enhance access, quality and cost effectiveness of health services."⁷ In fall 2008, the board of directors of AUPHA approved full certification of Towson University's health care management undergraduate program. The HCMN program coordinator and faculty are currently completing their comprehensive self-study report for the 2021 review cycle.

The proposed HCMN degree offering at TUNE will be guided by four established program goals as now articulated for the HCMN program on Towson's main campus, and they are:

⁷About. (2020). Retrieved from <https://www.towson.edu/chp/departments/health-sciences/undergrad/health-care/about/>

¹¹ Search by Classification of Instructional Programs (CIP). (n.d.). Retrieved from https://mhec.maryland.gov/institutions_training/Pages/searchcip.aspx

¹²Vision, Mission, Values. (2016). Retrieved from <https://www.aupha.org/about/visionmissionvalues>

- (1) Developing an understanding of behavioral, biomedical and social factors that impact individual and population health in the U.S
- (2) Developing an understanding of general business and marketing concepts and principles as well as the distinct organizational characteristics that impact the delivery of health services in the U.S
- (3) Acquiring a knowledge of the political and regulatory factors that impact health service organizations in meeting the demands for health care in the U.S. and the state of Maryland, in particular.
- (4) Providing practical experiences that will enable the student to apply theoretical principles and knowledge gained as well as demonstrate skills for future employment.

The program's mission, vision and values statements inform these program goals, which also identify specific competencies related to each goal. In addition, the program has an assessment plan, as required by Towson University's Office of Assessment, which outlines student learning outcomes and individual measures to capture performance data about each outcome. An assessment report of student performance is submitted annually. The student learning outcomes are identified below, and **Appendix B** contains the full HCMN assessment plan as well as the most recently filed assessment report for the 2018-2019 academic year, as approved by the University Assessment Council.

Student Learning Outcomes:

1. Students identify, analyze, and evaluate, major macro influences (e.g., political, social, demographic, economic, technological, and bio-medical) and using technological search strategies, assess how these affect setting-specific health care organizations (i.e., hospitals, outpatient services, long-term care facilities, health maintenance organizations, group practices, etc.).
2. Students utilize problem solving skills and apply, in an ethically and in a socially responsible way, management theory and principles to the administration of a health care organization's increasingly diverse workforce and consumer populations.
3. Students identify, describe and apply health information systems technology and decision support mechanisms and draw on relevant management theory and assumptions to solve organizational financial, material, problems with human resource implications to improve quality care.
4. Students exhibit professional behaviors in healthcare environments including the ability to read and adapt to organizational cultures by exhibiting appropriate intrapersonal and interpersonal social skills; by communicating to management, staff, and clients (individually and in groups) in ways that build/maintain open, trusting, and effective work relationships.
5. Students write clearly, logically and succinctly in standard business prose with well-referenced developmental detail appropriately cited according to APA standards.

Assessment is further addressed through the current university practice of including all courses in the online student course evaluation process. In addition to student quantitative and qualitative course evaluations, faculty receive an annual evaluation of their teaching through peer review, mentoring, and a review of their course evaluations by their peers through the annual PTRM process.

Appendix C contains the required HCMN curriculum and Towson's undergraduate catalog further describes course sequencing and program requirements. All HCMN majors earn a 24-credit minor in Business Administration as part of their degree requirements, and have the option of completing a 12-credit track in Long-Term Care. Students are able to complete several of their university core curriculum (general education) requirements through the HCMN program of study, and receive advising about their responsibility to finish all core requirements prior to graduation. Upon entry into the program, all students work with their faculty advisors to develop a degree completion plan (DCP) that ensures they are meeting all core and major requirements so that they stay on track for a timely graduation. These same program supports and procedures will be implemented at TUNE.

As on the main campus, all HCMN majors at TUNE will receive the Health Care Management student handbook upon admission. The handbook contains information about curricular requirements, program expectations of students, internship requirements, and tips for academic success. Students also receive a separate handbook describing all aspects of the internship experience. The HCMN website provides further information related to advising, faculty, and availability of academic support services, as well as links to university information such as financial aid, scholarships, costs and payment policies, and technology.

H. Adequacy of articulation

The Health Care Management program is offered as a 2+2 program with Harford Community College (HCC), specifically for students completing an A.S. degree in Business Administration. The attached articulation agreement in **Appendix A** describes the transfer of credits from HCC to TU. A similar articulation agreement with Cecil College is underway, designed for students with Business Administration or General Studies associate's degrees.

I. Adequacy of faculty resources

The table below identifies existing faculty as well as planned new faculty needs. HCMN has six full-time faculty lines dedicated to the program; the department chair also occasionally teaches courses in the long-term care track. Within existing faculty outlined below, several other instructors are full-time faculty in the Department of Health

Sciences, but primarily teach in other academic programs within the department. Each teaches one course in which Health Care Management students are enrolled.

Regarding the new faculty lines, the Health Care Management program at TUNE will be offered in a cohorted program, with 20 students admitted the first fall semester, and 25 students admitted in subsequent fall semesters. The intention is to offer all required courses in a face-to-face or hybrid format. The addition of 2.0 FTEs will allow the program to cover its course needs at TUNE while also meeting the minimum requirement for full-time faculty teaching in an off-campus program. Their responsibilities will also include support of intentional advising, as well as internship placement and supervision of HCMN students. The new faculty members will teach HCMN courses on the main campus as well, while some existing faculty will teach at TUNE.

All HCMN students complete the Business Administration (BUAD) minor, offered by the College of Business and Economics (CBE). Three of the courses in the minor will be taken at TUNE; they are MNGT 361, MKTG 341 and FIN 330. The other BUAD courses are completed through community college transfer. In consultation with CBE, HCMN will provide adjunct faculty funding to teach the three BUAD courses at TUNE. Additional adjunct dollars will cover the responsibility for program coordination, internship development, student advising and adjunct teaching of HCMN courses at TUNE.

Faculty Resources					
	FTE	Highest Degree Earned/Field of Study	Rank	Status (Full-time or Part-time)	Courses Teaching
Existing Faculty					
Dr. Mary Helen McSweeney-Feld	1.0	PhD	Associate Professor	F/T	HCMN 441 HCMN 435 HCMN 413
Dr. Cassandra Henson	1.0	Dr. PA	Clinical Assistant Professor	F/T	HLTH 207 HCMN 415 HCMN 441 HCMN 495
Dr. Wendy Whitner	1.0	PhD	Clinical Assistant Professor	F/T	HLTH 207 AHLT 311 HCMN 435 HCMN 441 HCMN 495
Dr. Bo Yang	1.0	PhD	Assistant Professor	F/T	AHLT 311 AHLT 445
Dr. Randal Cochran	1.0	PhD	Assistant Professor	F/T	HCMN 305 HLTH 207
Dr. Wayne Nelson	1.0	PhD	Professor	F/T	HCMN 417 HCMN 419
Dr. Toby Tighe	0.5	MS	Lecturer	P/T	HCMN 495

Dr. Mary Carter	1.0	PhD	Associate Professor	F/T	GERO 350
Professor Andrew Jones	1.0	MS	Clinical Assistant Professor	F/T	HLTH 207 HLTH 305 HCMN 413 HCMN 441
New Faculty					
Instructor I	1.0	PhD	Assistant Professor	F/T	HCMN 435 AHLT 445 HCMN 413
Instructor 2	1.0	MS or PhD	Clinical Assistant Professor	F/T	HCMN 415 HCMN 441 AHLT 311
Instructors	adjunct	MS or PhD	adjunct	P/T	MKTG 341 MNGT 361 FIN 330 Program and internship coordination

(Note: The HCMN program on the main campus is currently supported by six full-time faculty members, who provide the majority of the teaching in the major, as well as all of the student advising for the approximately 300 enrolled students. Additional faculty lines identified above contribute support through individual specific courses.)

J. Adequacy of library resources

Existing library resources are adequate and appropriate for Health Care Management students at the TUNE location. They will have access to all of the same institution-sponsored electronic collections and databases that students on the main campus have. Towson University's Albert S. Cook Library has procedures in place for regular and efficient delivery of physical books and course reserves to TUNE. In-person and/or virtual library instruction for students in the major will be provided as needed.

K. Adequacy of physical facilities, infrastructure and instructional equipment

Towson University Northeast is fully equipped to fulfill its role as an off-campus location for a number of Towson's undergraduate majors. The TUNE building is located on the grounds of Harford Community College, and offers state-of-the-art classrooms, labs and educational resources. No specialized learning environments are required for the HCMN program; all classes can be taught in standard classrooms with no additional equipment needs.

The building has upgraded technology access and is fully supported by Towson's Office of Technology Services (OTS). The TUNE website notes that students have access to many of the same academic resources offered on the main campus in Towson including library services, research assistance, writing support, academic coaching, workshops, and more. The building has a full-time Academic Support Coordinator to facilitate these services and provide customized support to meet the needs of all students and faculty. More detailed information about student services and resources is available on the TUNE website.¹³

L. Adequacy of financial resources with documentation

Tables 1 and 2 provide a comprehensive picture of program resources and expenditures specific to the first five years of the HCMN program's implementation. The program will have access to all the shared services and resources available at TUNE; therefore, primary expenditures are associated strictly with the program's personnel and operating expenses.

M. Adequacy of provisions for evaluation of program

In accordance with Towson University practices, every academic program has an approved assessment plan of student learning outcomes and submits an annual report with assessment outcomes to the Office of Assessment within the Division of Academic Affairs. The program also undergoes seven-year review as part of the university's

¹³ Student Services and Resources. (n.d.). Retrieved from <https://www.towson.edu/academics/undergraduate/tune/resources/>

Review of Academic Departments (RAD) process, whose results are reported to MHEC. The RAD includes student learning outcomes as well as program and departmental effectiveness, including retention and graduation rates. Because the Health Care Management program is externally certified by AUPHA, periodic self-studies and assessment reports are filed with that body for evaluation of continued certification.

Consistent with Towson's course assessment practices, every course in the curriculum also undergoes an annual assessment of identified student learning outcomes. Other assessment procedures include regular faculty evaluations of course teaching through the university's course evaluation process, as well as faculty evaluations of peer teaching, conducted periodically on all full-time and adjunct faculty.

N. Consistency with the State's minority student achievement goals

As outlined in the university's strategic plan TU 2020: A Focused Vision for Towson University, Towson's goal is to become a national model for diversity.¹ In June 2014, the President's Council adopted and approved five strategic diversity goals to take Towson's diversity efforts to the next level. They are:

- promote an appreciation for and advancement of equity, diversity, and inclusion at TU
- enhance the recruitment and retention of students from underserved and underrepresented populations
- close the achievement gap for first-generation, low income, and underrepresented student groups
- enhance the recruitment and retention of faculty and staff members from underserved and underrepresented populations
- support respectful and beneficial community collaboration

To reflect this commitment from senior leadership, Towson established an Office of Inclusion and Institutional Equity, recognizing that a more diverse and inclusive campus would be reflected in a "strategic vision for the design, promotion, and delivery of best-practice diversity, inclusion, and cultural competency efforts across campus."¹⁴

The Center for Student Diversity was established as part of the Office of Inclusion and Institutional Equity "to aid the university in its efforts to foster inclusion, collaboration, and relationship building. The Center provides academic, social, and transition support for underserved students and promote exchanges and dialogue between individuals of diverse backgrounds and identities."¹⁴ Towson University is firmly committed to contributing to the state's minority achievement goals. The myriad resources and supports available for minority students and indeed all students have helped to facilitate the "university's zero minority achievement gap. At TU, the minority student population

¹ Towson University, Mission and Strategic Plan. (2020). Retrieved from <https://www.towson.edu/about/mission/>

¹⁴Office of Inclusion and Institutional Equity. (2020). Retrieved from <https://www.towson.edu/inclusionequity/>

enjoys the same academic success as the entire campus population — both carry a 72 percent graduation rate.”¹⁵

The HCMN program emulates the university’s diversity goals. The faculty and student body are diverse and inclusive, and students take advantage of all university resources available for retention and academic success. In health care, the diverse make-up of the workforce is an important element in ensuring that comprehensive health care services are effectively utilized by a diverse population. 2019 statistics for the College of Health Professions illustrate that 51% of enrolled students identify as African-American, Asian, Hispanic or Latino, two or more races, or non-resident alien.¹⁶

O. Relationship to low productivity programs identified by the Commission

Not Applicable

P. If proposing a distance education program, please provide evidence of the program adequacy in addressing the Council of Regional Accrediting Commissions (C-RAC) Interregional guidelines for the evaluation of distance education (as required in COMAR 13B.02.03.22C).

Not Applicable

¹⁵Welsh, S. (2019). TU seeks campus input with Diversity Task Force focus groups. Retrieved from <https://www.towson.edu/news/2019/diversity-task-force-forums.html>

¹⁶ Headcount Enrollment by Academic Career, College, & Ethnicity: Fall Term 2014 Through Fall 2019. (2019). Retrieved from https://www.towson.edu/ir/documents/f_hdct_car_coll_eth.pdf

Q. Program Resources and Expenditures Tables

TABLE 1: RESOURCES

Fill in items highlighted in blue only

Resources Categories	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
1. Reallocated Funds ¹	0	0	0	0	0
2. Tuition/Fee Revenue ²	180,738	414,794	470,101	479,503	489,093
a. Annual Full-time Revenue of New Students	0	0	0	0	0
Number of Full-time Students	20	45	50	50	50
Annual Tuition Rate	\$7,243	\$7,388	\$7,536	\$7,687	\$7,840
Subtotal Tuition	\$144,865	\$332,466	\$376,795	\$384,331	\$392,018
Annual Fees	\$1,794	\$1,830	\$1,866	\$1,903	\$1,942
Subtotal Fees	\$35,873	\$82,328	\$93,306	\$95,172	\$97,075
Total Full-time Revenue of New Students	\$180,738	\$414,794	\$470,101	\$479,503	\$489,093
b. Annual Part-time Revenue	0	0	0	0	0
Number of Part-Time Students	0	0	0	0	0
Credit Hour Tuition Rate	NA	NA	NA	NA	NA
Annual Fees Per Credit Hour	NA	NA	NA	NA	NA
Annual Credit Hours Per Student	0	0	0	0	0
Subtotal Tuition	\$0	\$0	\$0	\$0	\$0
Subtotal Fees	\$0	\$0	\$0	\$0	\$0
Total Part Time Revenue	\$0	\$0	\$0	\$0	\$0
3. Grants, Contracts & Other Sources ³	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 4)	\$180,738	\$414,794	\$470,101	\$479,503	\$489,093

ASSUMPTIONS -

1. From TU website, <https://www.towson.edu/bursar/tuition/fall-spring.html>. Towson University in Northeastern Maryland Campus Undergraduate Cost of Attendance Full-time (12+ units) table used, beginning with 2019-2020 undergraduate budgets for full-time in-state students. Tuition costs starting with \$3481 per one fall or spring term, or \$6962 in 2019-2020 AY, and increased annually by 2%. Therefore, starting fall-spring tuition in year one of program, AY 2021-2022 = \$7243.
2. Tuition revenues calculated on fall-spring students. Although some students may take summer courses, summer tuition was not included in calculation.
3. Fees calculated on reduced fee structure for full-time students at TUNE, starting with \$862 per term (\$1724 annually) in AY 2019-2020 and increased 2% annually.
4. Students will be admitted into full-time cohorts, starting with 20 in year one and increasing to 25 in each subsequent year. All students are expected to be in-state residents. First cohort admitted in AY 2021-2022.
5. No part-time students are anticipated.

6. The HCMN program is a full-time two-year curriculum following transfer of completed AA degree. Therefore, total students enrolled in year one is 20, total enrollment is 45 in year two, and 50 in all subsequent years

TABLE 2: EXPENDITURES

Fill in blue shaded areas only.

Expenditure Categories	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
1. Total Faculty Expenses	\$103,500	\$222,870	\$227,327	\$231,875	\$236,511
(b + c below)					
a. #FTE	1.00	2.00	2.00	2.00	2.00
b. Total Salary	75,000	161,500	164,730	168,025	171,385
c. Total Benefits	28,500	61,370	62,597	63,850	65,126
2. Total Administrative Staff Expenses	0	0	0	0	0
(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	0	0	0	0	0
3. Total Support Staff Expenses	0	0	0	0	0
(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	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. Travel	6,000	6,000	6,000	6,000	6,000
7. Other Expenses (adjunct salary)	12,960	12,960	14,580	14,580	14,580
TOTAL (1-7)	\$122,460	\$241,830	\$247,907	\$252,455	\$257,091

ASSUMPTIONS –

- Item One** reflects two FTE salaries and benefits. First faculty salary is a full-time clinical assistant professor. Salary based on a \$75,000 starting salary in 2021-2022 and increased annually by 2%.
- Second faculty salary is a full-time assistant professor. Salary based on a \$85,000 starting salary in 2022-2023 and increased annually by 2%.
- Benefits calculated at 38% of full-time salaries.
- No administrative or support staff salaries that are specific for the TUNE location of the HCMN program are calculated.
- Item Six** provides business essential annual funding for two or more faculty to attend AUPHA or other professional conferences/meetings necessary to maintain program certification and professional currency and best practices.
- Item Seven** reflects adjunct dollars for three adjunct courses annually. Faculty adjunct salary for a 3-credit course is \$4000 in first two years and increased to \$4500 in years three-five, commensurate with adjunct II salary rate. Eight percent benefits are factored into adjunct salary. Adjunct dollars will cover the expenses related to teaching the three needed BUAD courses at the TUNE location. As needed, adjunct dollars may also support a part-time program coordinator, largely responsible for creating relationships in the community and setting up internship sites in local hospitals and health facilities.

Appendix A – Articulation Agreement

MEMORANDUM OF UNDERSTANDING HARFORD COMMUNITY COLLEGE & TOWSON UNIVERSITY December 13, 2019

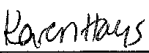
HEALTH CARE MANAGEMENT B.S. Degree

Harford Community College, Bel Air, Maryland, and Towson University, agree to follow the articulation of courses outlined in the articulation (course equivalency) document, for completion of requirements for the Bachelor of Science degree in Health Care Management (Attachment A), which is attached to, and incorporated by reference into, this Memorandum of Understanding (MOU). The following principles guide the operation of this MOU, with the requirements for transfer in specific curricula set forth in Attachment A.

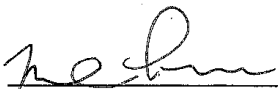
1. Towson University will accept a maximum number of 64 credits from Harford Community College as outlined in the Attachment A. The number of transferable credits specific to this program is reflected in Attachment A.
2. Students who have completed the Associate of Science Degree in the Business Administration program at Harford Community College may transfer into Towson University's Health Care Management program with junior standing provided that the student has completed all courses identified on Attachment A with a cumulative GPA of 2.00 or higher. Courses completed at Harford Community College with 300 or 400 level Towson University course equivalencies will transfer as lower-level credit but will satisfy course content as indicated.
3. Only courses in which a grade of C (2.00) or better is earned will apply toward the major at Towson University.
4. In accordance with the MHEC transfer policy pertaining to general education requirements, Towson University will accept the completion of Harford Community College's general education requirements (GenEds) and students will be required to complete courses at Towson University to satisfy the remaining **Core Curriculum** requirements as shown in Attachment A.
5. Towson University recognizes college-level experiential learning gained through previous work, military and/or volunteer service or life experience. Credit for prior learning may also be established through course challenge or standardized credit by examination.
6. Harford Community College students transferring to Towson University will be given every consideration for financial aid and will be eligible to compete for academic scholarships upon entrance to Towson University subject to stated scholarship deadlines.

7. Both Harford Community College and Towson University agree to work together to facilitate the transfer of students from Harford Community College to Towson University to work cooperatively to insure the high quality of the programs at the respective institutions. Transfer of students will be in accordance with policies and procedures of both institutions, as they may be amended from time to time.
8. This MOU will be in effect initially for ten years, beginning *fall 2019*, with a review every two years by both parties. Any revisions the parties deem necessary must be evidenced in writing and signed by the authorized officials of each institution. The MOU may be terminated by either party for due cause and after adequate notice of not less than six months is given to the other party.
9. Towson University will establish procedures to provide information on the academic progress of Harford Community College students enrolled as part of this MOU.
10. This MOU, when signed, constitutes the entire agreement between the parties and supersedes all prior agreements and understandings between the parties respecting the matter hereof.

HARFORD COMMUNITY COLLEGE AND TOWSON UNIVERSITY



Dr. Karen Hays
Interim Vice President for
Academic Affairs
Date 12/17/19



Dr. Melanie Perreault
Provost and Executive Vice-President for
Academic Affairs
Date 1/8/20

2+2 Articulation Agreement for Harford Community College and Towson University

Associate's Degree: A.S. in Business Administration

Bachelor's Degree: B.S. in Health Care Management

Effective Term: Fall 2019

Section 1: Course Completion Plan for Harford CC

This section outlines the courses to take for the Harford Community College general education and program requirements in order to complete both HCC and TU degrees within a total of 4 years and 120 credits. Some courses at Harford CC are not recommended for this program; please see page 2 for details.

Table 1: General Education Courses Applied to TU Core Curriculum

Harford CC Requirement	Harford CC Course to Take	Credits	Towson University Equivalent Course
English Composition	ENG 101 English Composition	3	ENGL 102 Writing for a Liberal Education
Mathematics	Choose one course: <ul style="list-style-type: none"> ▪ MATH 111 Intro to Finite Math (GM) ▪ MATH 212 Calculus with Applications (GM) ▪ Mathematics Elective (GM) 	3	Equivalency varies by course: <ul style="list-style-type: none"> ▪ MATH 111 Finite Mathematics ▪ MATH 211 Calculus for Applications ▪ Equivalency varies by math course
Arts/Humanities	Arts/Humanities Elective (GH)	3	Equivalency will vary by course.
Arts/Humanities	Arts/Humanities Elective (GH)	3	Equivalency will vary by course.
Behavioral/Social Science	ECON 102 Microeconomics (GB)	3	ECON 202 Macroeconomic Principles
Behavioral/Social Science	HLTH 203 The U.S. Healthcare System (GB) (D)	3	HLTH 207 Health Care in the U.S.
Biological/Physical Science	Biological/Physical Science Lab (GL)	4	Equivalency will vary by course.
Biological/Physical Science	Biological/Physical Science Elective (GS)	3	Equivalency will vary by course.
General Education Elective	BA 101 Introduction to Business (GI)	3	IDIS TLL Interdisciplinary Elective
General Education Elective	MATH 216 Intro to Statistics (GM)	4	MATH 231 Basic Statistics
General Education Elective	ECON 101 Macroeconomics (GB)	3	ECON 201 Microeconomic Principles

Total general education applied to the TU Core Curriculum: 35 credits

Completing the courses above will satisfy the general education program at Harford CC. TU will transfer these courses without a course-by-course match to the Core Curriculum requirements. See section 2 for details.

Table 2: Program Requirements and Electives Applied to TU Degree

Harford CC Requirement	Harford CC Course to Take	Credits	Towson University Equivalent Course
Program Requirement	ACCT 101 Accounting Principles I	3	ACCT 201 Principles of Financial Accounting
Program Requirement	ACCT 102 Accounting Principles II	3	ACCT 202 Principles of Managerial Accounting
Program Requirement	BA 246 Legal Environment of Business	3	LEGL 225 Legal Environment of Business
Program Requirement	Choose one course: <ul style="list-style-type: none"> ▪ CMST 101 Speech Fundamentals (GI) ▪ CMST 106 Business & Professional Speech 	3	COMM 131 Public Speaking
Program Requirement	Choose one course: <ul style="list-style-type: none"> ▪ ENG 102 English Composition & Literature ▪ ENG 109 English Composition: Research Writing ▪ ENG 216 Business Communications 	3	ENGL TLL English Elective
Program Requirement	CIS 102 Introduction to Information Sciences (GI)	3	COSC 111 Information & Technology for Business
Business Administration Elective	Any transferable BA course	3	Equivalency will vary by course.
Physical Education Elective	Any PE elective	1	PHEA TLL Physical Activity Elective
General Elective	Any general elective	3	Equivalency will vary by course.

Total program requirements applied to the TU degree: 25 credits

Total transferred to TU: 26 credits

Students may transfer a maximum of 64 credits. If students do not complete all courses listed in section 1, they are not guaranteed completion of the bachelor's degree in 2 years. Refer to section 2 for specific course details and transfer planning information.

Section 2: Harford CC Course Selection Details

This section explains any specific course selections made in section 1 and provides transfer planning guidance specific to this degree plan. Students must follow the course selections outlined in this document. If students do not complete any or all of the courses outlined in this agreement, they will be required to complete outstanding requirements at TU.

GENERAL EDUCATION

Students must take the following courses for their general education requirements:

- **Behavioral/Social Science Elective:** Take **HLTH 203 The U.S. Healthcare System (GB)** to satisfy the Health Care Management major's requirement for HLTH 207 and to satisfy the Diversity graduation requirement at Harford CC.
- **Arts/Humanities Electives:** Students may take any course with the GH notation except for any of the three ethics courses offered (PHIL 205, PHIL 220, or PHIL 221). Students must refrain from choosing an ethics course for the Arts/Humanities elective because it will increase the number of courses they must take at TU (see below).

The following information explains the transfer of students' general education courses:

- TU will recognize the courses in Table 1 (see section 1) as a completed general education program. Students will receive a core package to satisfy most of the TU Core Curriculum without the need for course-by-course placement in specific Core Curriculum requirements.
- When a course selection is not specified for a general education requirement, students may choose any course. Course selections for general education requirements are specified in this agreement only if they are specified in the Harford CC catalog or if they will satisfy a TU major requirement.
- Students will only need to complete two Core Curriculum requirements at TU. Students will complete the Advanced Writing Seminar (Core 9) and Ethical Perspectives (Core 14) requirements. Both of these requirements will be satisfied by upper-level courses required by the Health Care Management major at TU (see section 3). Students who take an ethics course at Harford CC will be required to complete a different Core Curriculum requirement than Core 14 and will still be required to complete the HCMN 441 course required for the major at TU.

PROGRAM REQUIREMENTS & ELECTIVES

Students must note the following requirements when selecting their program courses:

- Take **CIS 102 Intro to Information Sciences** to satisfy the Health Care Management major requirement of COSC 111.
- Take **BA 246 Legal Environment of Business** to satisfy the Health Care Management major requirement of LEGL 225.
- Do **not** take BA 203 Principles of Marketing as the Business administration elective. MKTG 341 Principles of Marketing must be taken at TU in order to meet business administration minor requirements (see sections 3 and 4).
- The **Business Administration elective** must be a **transferable** course. Select courses in the Business Administration (BA) subject at Harford CC are not transferable due to vocational content. Students may consult with their Harford CC advisor for assistance with identifying transferable courses.

Section 3: Degree Requirements to Be Completed at TU

This section outlines the degree requirements for students transferring into the Health Care Management major. This degree plan requires a minor in Business Administration. Refer to section 4 for additional major information and university-wide degree requirements.

CORE CURRICULUM REQUIREMENTS: 6 UNITS

Core 9 Advanced Writing Seminar – Satisfied by ENGL 317 in the major

Core 14 Ethical Perspectives – Satisfied by HCMN 441 in the major

HEALTH CARE MANAGEMENT REQUIRED COURSES: 33 UNITS

GERO 101 Introduction to Gerontology (3 units)

ENGL 317 Writing for Business and Industry (3 units – counted in Core Curriculum requirements)

HCMN 305 Health Administration (3 units)

AHLT 311 Human Resource Management for Allied Health Professionals (3 units)

HCMN 413 Services and Housing for the Long-Term Care Consumer (3 units)

HCMN 415 Financing and Organization of Health Care Services in the U.S. (3 units)

HCMN 435 Health Information and Quality Management (3 units)

HCMN 441 Legal and Ethical Issues in Health Administration (3 units – counted in Core Curriculum requirements)

AHLT 445 Research Methods in Interprofessional Health Studies (3 units)

HCMN 495 Health Care Management Internship (12 units)

REQUIRED BUSINESS ADMINISTRATION MINOR: 9 UNITS

MKTG 341 Principles of Marketing (3 units)

MNGT 361 Leadership & Management (3 units)

FIN 330 Essentials of Financial Management (3 units)

OPTIONAL LONG-TERM CARE TRACK: 9 UNITS

GERO 350 Physical Health and Aging (3 units)

HCMN 417 Long-Term Care Ethical Problems (3 units)

HCMN 419 Long-term Care Administration (3 units)

GENERAL ELECTIVES: 3-12 UNITS

The number of elective units required is depending on whether a student completes the optional long-term care track. Students who opt to complete the track will need to complete 3 elective units; students who opt not to pursue the track will need to complete 12 elective units. Elective units can be satisfied by additional major-related or personal interest courses.

Section 4: Additional Requirements & Recommendations for TU Degree Completion

REQUIREMENTS FOR HEALTH CARE MANAGEMENT MAJOR & BUSINESS ADMINISTRATION MINOR:

- **Minor:** The business administration minor is mandatory for this major. Students must declare the minor in their first term at TU by submitting a change of major form. The minor requires a minimum of 12 units to be completed as TU coursework. For this agreement only, students will be permitted to complete the minor with only the 9 units of TU coursework listed in section 3.
- **Internship:** Students must have senior class standing to be eligible for their internship. This internship will be a supervised, hands-on, and full-term experience for 40 hours per week in a health care setting. Students opting to complete the long-term care track must complete their internship in a long-term care setting.

BACHELOR'S DEGREE REQUIREMENTS FOR ALL STUDENTS:

- A C (2.0) or higher is required in all major courses and prerequisites.
- A cumulative grade point average (GPA) of 2.0 is required.
- 32 units of the bachelor's degree must be completed at the upper level (courses numbered 300 or above).

Degree Completion Summary

Total Units Required for B.S. Degree	120 UNITS
Harford CC A.S. Degree in Business Administration	60
Completion of Core Curriculum at TU	6
Health Care Management Major with Business Administration Minor at TU	42-51
General Electives Taken at TU	3-12

Appendix B – Health Care Management Assessment Plan

Template:

Program Assessment Plan

Status:

Final

Degree:

BA/BS

Major:

Health Care Management

Assessment Cycle Starts:

7/1/2016

Assessment Cycle Ends:

6/30/2022

Locations and Modes of Delivery:

Main Campus

Student Learning Outcomes:

1. Students identify, analyze, and evaluate, major macro influence (e.g., political, social, demographic, economic, technological, and bio-medical) and using technological search strategies, assess how these affect setting-specific health care organizations (i.e., hospitals, outpatient services, long-term care facilities, health maintenance organizations, group practices, etc.).
2. Students utilize problem solving skills and apply, in an ethically and in a socially responsible way, management theory and principles to the administration of a health care organization's increasingly diverse workforce and consumer populations.
3. Students identify, describe, and apply health information systems technology and decision support mechanisms and draw on relevant management theory and assumptions to solve organizational financial, material, problems with human resource implications to improve quality of care.
4. Students exhibit professional behaviors in healthcare environments including the ability to read and adapt to organizational cultures by exhibiting appropriate intrapersonal and interpersonal social skills; by communicating to management, staff, and clients (individually and in groups) in ways that build/maintain open, trusting, and effective work relationships.
5. Students write clearly, logically and succinctly in standard business prose with well referenced developmental detail appropriately cited according to APA standards.

Curricular Alignment with Student Learning Outcomes:

Curriculum that address program learning outcomes	SLO1	SLO2	SLO3	SLO4	SLO5
COURSE #					
HLTH 207	x				x
HCMN 305	x	x	x	x	x
HCMN 413	x	x			x
HCMN 415	x	x	x		x
HCMN 435	x	x	x		x
HCMN 441	x	x		x	x
HCMN 495		x	x	x	x

Outcome 2	HCMN 305 research paper in which students utilize problem solving skills and apply, in an ethically and in a socially responsible way, management theory and principles to the administration of a health care organization's increasingly diverse workforce and consumer populations. The problem analysis and recommendations will include decisions and performance enhancing recommendations	HCMN 441 will be an issue paper that analyzes how a patient's rights, bio-medical, health technology and/or other ethico-legal issue affects the health care administrator's duty to act conscientiously with character.	HCMN 495 Internship exit survey designed to gather each students' perceived preparation to perform entry level management functions/processes involving planning, organizing, controlling, and allocating diverse human and material resources to achieve effective and efficient pro-social organizational objectives. The instrument will be designed to provide feedback on program content, relevance, rigor, and applicable utility.
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Student Learning Outcomes & Assessment Measures:

	Brief Description of Measures		
	Measure 1	Measure 2	Measure 3
Outcome 1	HCMN 305 strategic planning case analysis employing SWOT Analysis (Strengths, Weaknesses, Opportunities, and Threats) and/or PEST Analysis (Political Economic, Social and Technological factors) and basic problem solving skills to examine an HSO as it plans to improve its adaption to macro-environmental contingencies.	HCMN 413 organizational case study where the student assumes a management consultant role and must use critical thinking and analytic skills for developing recommendations to address organizational gaps that may hinder the organization's competitiveness in the long-term care market, particularly with its ability to meet the needs of long-term care consumers.	

Outcome 3	HLTH 435 case study analysis using Excel or other data analysis tools/resources and apply relevant management theory, precepts and assumptions to examine and resolve an organizational financial problem with staff implications.	HCMN 415 final written test evaluating the student's ability to analyze an organizational quality of care problem that utilizes healthcare management and/or economic/finance principles, facts, concepts, and theories to formulate logical, judicious, and effective solutions.	
Outcome 4	HCMN 495 Internship - the preceptor's final evaluation of the student intern at the end of the internship	HCMN 495 Internship - faculty field supervisor's final evaluation of student intern	
Outcome 5	HCMN 441 2 page, double-spaced proposal justifying the selection of medico-ethical legal matter for in-depth treatment in a subsequent major issue paper. The proposal will outline the topic, and key subtopics and include a two article annotated bibliography.	HLTH 435 case study analysis using Excel or other data analysis tools/resources and apply relevant management theory, precepts and assumptions to examine and resolve an organizational financial problem with staff implications.	

Student Learning Outcomes & Targeted Performance:

	Targeted Performance Level for Program Achievement		
	Measure 1	Measure 2	Measure 3
Outcome 1	At least 85% for students score "meets expectations" or better on rubrics for PLO # 1. See attachment A	At least 85% for students score "meets expectations" or better on rubrics for PLO # 1. See attachment B	
Outcome 2	At least 85% for students score "meets expectations" or better on PLO # 2 the assessment rubrics. See attachment C	At least 85% for students score "meets expectations" or better on PLO # 2 the assessment rubrics. See attachment D	At least 85% of the student intern exit interview scores will be meets or exceeds expectations in the relevant evaluation questions. See attachment E
Outcome 3	At least 85% for students score "meets expectations" or better on rubrics for PLO # 3. See attachment G	At least 85% for students score "meets expectations" or better on rubrics for PLO # 3. See attachment F	
Outcome 4	At least 85% for students will be evaluated as "meeting expectations" or better on rubrics for the Preceptor internship evaluations (HCMN 495). See attachment H	At least 85% for students will be evaluated as "meeting expectations" or better on rubrics for the Faculty Supervisor internship evaluations (HCMN 495). See attachment I	
Outcome 5	At least 85% for students score "meets expectations" or better on rubrics for PLO # 5. See attachment J	At least 85% for students score "meets expectations" or better on rubrics for PLO # 5. See attachment K	

Appendix C - Curriculum

Suggested Four-Year Plan

Based on course availability and student needs and preferences, the selected sequences will probably vary from those presented below. Students should consult with their adviser to make the most appropriate elective choices.

Freshman			
TERM 1	UNITS	TERM 2	UNITS
<u>COSC 111</u>	3	<u>ACCT 201</u>	3
<u>GERO 101</u> (Core 6)	3	<u>ECON 201</u>	3
<u>LEGL 225</u>	3	<u>HLTH 207</u> (Core 11)	3
Core 1 (or Core 2)	3	Core 2 (or Core 1)	3
Core 5	3	Core 7	4
	15		16

Sophomore			
TERM 1	UNITS	TERM 2	UNITS
<u>ACCT 202</u>	3	<u>AHLT 311</u>	3
<u>ECON 202</u>	3	<u>ENGL 317</u> (Core 9)	3
<u>HCMN 305</u>	3	<u>MATH 231</u> or <u>ECON 205</u> (Core 3)	3
Core 8	3-4	Core 12	3
Core 10	3	Core 13	3
		Elective ¹	3
	15-16		18

Junior			
TERM 1	UNITS	TERM 2	UNITS
<u>AHLT 445</u>	3	<u>FIN 330</u>	3
<u>HCMN 413</u>	3	<u>HCMN 419</u> (LTC track or recommended)	3
<u>MKTG 341</u>	3	<u>HCMN 441</u> (Core 14)	3
<u>MNGT 361</u>	3	Elective ¹	3
Core 4	3	Elective ¹	3
	15		15

Senior			
TERM 1	UNITS	TERM 2	UNITS
<u>GERO 350</u> (LTC track or recommended)	3	<u>HCMN 495</u>	12
<u>HCMN 415</u>	3		
<u>HCMN 417</u> (LTC track or recommended)	3		
<u>HCMN 435</u>	3		
Elective ¹	3		
	15		12
Total Units 121-122			

¹ Electives may be satisfied by taking another minor.