OFFICE OF THE PRESIDENT

April 5, 2021

Dr. James D. Fielder, Jr.
Secretary of Higher Education
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

Dear Dr. Fielder:

I am seeking your approval to offer a new Master of Science in Health Information Management at Coppin State University (CSU). The proposed program codes for the new program are CIP 51.0706 and HEGIS code 1201.01. The program will contribute to workforce and innovation and economic growth goals of Maryland as identified in the University System of Maryland's Strategic Plan. More specifically, this program is expected to provide health information management skills beyond our existing bachelor's degree.

The proposal has the approval of appropriate campus committees and was submitted to me for my endorsement. I am pleased to recommend this proposal and request your approval. Should you have any questions, please contact me or my staff. Additionally, you may contact Dr. Leontye Lewis, Provost and Vice President for Academic Affairs.

Sincerely,

Anthony L. Jenkins, Ph.D.
President

cc: Dr. Leontye Lewis, Provost & Vice President for Academic Affairs
Dr. Antoinette Coleman, Associate Vice Chancellor for Academic Affairs
Dr. Emily A. A. Dow, Assistant Secretary
Dr. Tracey Murray, Dean, College of Health Professions
Mr. Michael W. Bowden, Assistant Vice President for Planning & Assessment

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

Institution Submitting Proposal	Coppin State University

Each action below requires a separate proposal and cover sheet.

- (●) New Academic Program
- ( ) New Area of Concentration
- ( ) New Degree Level Approval
- ( ) New Stand-Alone Certificate
- ( ) Off Campus Program
- ( ) Substantial Change to a Degree Program
- ( ) Substantial Change to an Area of Concentration
- ( ) Substantial Change to a Certificate Program
- ( ) Cooperative Degree Program
- ( ) Offer Program at Regional Higher Education Center

Payment Submitted: ( ) Yes ( ) No Payment Type: (●) R*STARS # ( ) Check # Payment Amount: $850.00 Date Submitted: 4/5/21

Department Proposing Program	Health Information Management	
Degree Level and Degree Type	Master of Science	
Title of Proposed Program	Health Information Management	
Total Number of Credits	47	
Suggested Codes	HEGIS: 1201.01	CIP: 51.0706
Program Modality	(●) On-campus	( ) Distance Education (*fully online*)
Program Resources	( ) Using Existing Resources	( ) Requiring New Resources
Projected Implementation Date	(●) Fall ( ) Spring ( ) Summer	Year: 2021
Provide Link to Most Recent Academic Catalog	URL: www.coppin.edu/catalogs	
Preferred Contact for this Proposal	Name: Mr. Michael W. Bowden	
	Title: Assistant VP for Planning and Assessment	
	Phone: (410) 951-3010	
	Email: mbowden@coppin.edu	
President/Chief Executive	Type Name: Leontye Lewis, Ed.D., Provost and Vice President for Academic Affairs	
	Signature: Leontye L Lewis	Date: 04/05/2021
	Date of Approval/Endorsement by Governing Board:	04/01/2021

Revised 1/2021

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

X	New Instructional Program
	Substantial Expansion/Major Modification
	Cooperative Degree Program
	Within Existing Resources, or
X	Requiring New Resources

Coppin State University
Institution Submitting Proposal

Master of Science in Health Information Management
Title of Proposed Program

Master of Science	**Fall 2021**
Award to be Offered	Projected Implementation Date
1201.01	**51.0706**
Proposed HEGIS Code	Proposed CIP Code
College of Health Professions/School of Allied Health/Health Information Management	**Mona Calhoun, M.S., M.Ed., RHIA, FAHIMA**
Department in which program will be located	Department Contact
410-951-2622	**mcalhoun@coppin.edu**
Contact Phone Number	Contact E-Mail Address
	4/5/2021
Signature of President or Designee	Date

A Proposal for a Master of Science in Health Information Management

A. Centrality to Institutional Mission and Planning Priorities:

1. A description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.

The aim of the MSHIM graduate degree is to provide advanced academic preparation and experience for the professional in areas of responsibility such as health informatics, health services administration, quality improvement and risk management. This program will be offered year-round, hybrid to accommodate the working professional. The MSHIM program is structured to facilitate the career advancement of practicing health information management professionals; however, it also facilitates the growth of those in clinical practice, laboratory science or those committed to joining the health information discipline as new healthcare professionals such as nursing, health and health education, information technology and business management.

The MSHIM program incorporates the disciplines of healthcare administration, quality improvement and risk management, informatics, research, finance, information technology and systems, and law into one curriculum. Because of this unique mixture, graduates can choose from a variety of work settings across an array of healthcare environments. As the world moves from a paper based to an electronic society, so does the health care field. The health care community is working to develop an electronic health patient record. The HIM profession is at the forefront of this movement. Advances in medical science, legislative reforms, demands for broader information systems, computerization, and the need to manage health care delivery systems and health care costs have enhanced the roles of the health information professional. This requires the need to enhance the depth and breadth of knowledge in information management capabilities through academic preparation at the master's degree level.

The MSHIM program at Coppin State University is set up based on standards established by the Commission on Accreditation of Health Informatics and Information Management Education (CAHIIM). CAHIIM recognizes degree-granting programs in Health Informatics and Information Management that have undergone a rigorous process of voluntary peer review and have met or exceeded the minimum accreditation Standards as set by the professional association. CAHIIM advances the value of health informatics and health information management practice through quality education by assessing learning outcomes and encouraging educational innovation and diversity. Once accreditation is established students that select the RHIA track may be eligible to seek certification as a Registered Health Information Administrator (RHIA) or upon completion of the MSHIM be eligible to see certification as a Certified Health Data Analyst (CHDA).

Following successful completion of the core courses, students can select a track of interest. These tracks would provide the student with an academic foundation to be eligible for added certification in that area. In addition to earning a MSHIM degree, students may be eligible to sit for the Registered Health Information Administrator (RHIA) national certification exam offered by the American Health Information Management Association (AHIMA) and the Certified Health Data Analysts (CHDA). Individuals who earn the CHDA designation will achieve recognition for their expertise in health data analysis and

validation of their mastery of this domain. This prestigious certification provides practitioners with the knowledge to acquire, manage, analyze, interpret, and transform data into accurate, consistent, and timely information, while balancing the "big picture" strategic vision with day-to-day details. CHDA-credentialed professionals demonstrate broad organizational knowledge and the ability to communicate with individuals and groups at multiple levels, both internal and external. For the individual, certification leads to career enhancement, increased competency, salary and job mobility, and greater success in the profession. For the employer it improves the quality of information and care, minimizes errors, reduces the potential for fraud and abuse charges, increases efficiency, and reduces costs.

2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.

Coppin State University, a Historically Black Institution in a dynamic urban setting, serves a multi-generational student population and provides education opportunities while promoting lifelong learning. The university fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development.

Coppin as an anchor institution is committed to providing educational access and diverse opportunities for all students while emphasizing its unique role in educating residents of Metropolitan Baltimore and first-generation college students. Coppin is committed to community engagement and partnering with businesses, governmental and non-governmental agencies to meet workforce demands; preparing globally competent students; strengthening the economic development of Baltimore, Maryland and developing stronger strategic partnerships. As a constituent institution of USM, Coppin will continue to adopt and support USM's strategic goals.

The MSHIM degree is part of a larger grouping of degree programs the institution is proposing to implement to help achieve its strategic goals and the strategic goals of the USM. This proposal directly aligns with CSU Goal 1 to increase enrollment and Goal 3 Student Experience - Address the needs of our multigenerational student population by creating an environment that supports diversity, equity, and inclusion through learning outcomes inside and outside the classroom. In alignment with CSU's Goal 6: Information Technology - Maintain and strengthen IT infrastructure to further enable the current innovative uses of technology for operational and educational excellence, the Master of Science in Health Information Management (MSHIM) program at Coppin State University is specifically designed to prepare professionals to thrive in a technology-supported and information-driven health care environment.

The proposal is in alignment with the University's goals and outcomes to recruit, enroll, and retain high school students, working adults, and transfer students who are seeking a degree or certification for career advancement, economic gain, prepared for service to the community, to serve in healthcare leadership roles, and to improve healthcare outcomes.

Through interprofessional collaboration, the School of Allied Health fosters the University's mission of increasing the number of healthcare professionals and scientist focused on the development of leaders, the promotion of healthy communities and strengthening

relationships with local, national and global partners. The University's strategic plan is to improve its image as an educational institution invested in producing well prepared and well-trained professionals for leadership roles well into the 21st century and beyond. The University sees retention and recruitment as paramount toward this effort. The Master of Science in Health Information degree will increase diversity by enabling more students to enroll because of the job growth potential and the tremendous salary projections, for healthcare professionals both now and in the future.

College of Health Professions Vision and Mission

This proposal supports the Coppin State University College of Health Professions' vision to be nationally and internationally recognized for educating healthcare professionals as leaders and lifelong learners who demonstrate excellence in scientific inquiry, healthcare innovation and interprofessional collaboration in the promotion of healthy communities while strengthening relationships with local, national and global partners.

The mission of the College of Health Professions is an integral part of Coppin State University mission to serve a multi-generational student population and provide education opportunities while promoting lifelong learning. The MSHIM is in direct alignment with the university's mission to foster leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development. CHP prepares analytical, socially responsible health care professionals as leaders and lifelong learners who demonstrate excellence in scientific inquiry, healthcare innovation and interprofessional collaboration in the promotion of healthy communities while strengthening relationships with local, national and global partners.

3. Provide a brief narrative of how the proposed program will be adequately funded forat least the first five years of program implementation. (Additional related information is required in section L).

CSU received USM Workforce Development funds of $525,000 for the proposed program. The program is developed based on the existing business curriculum with additions of ten new courses. A newly hired data science faculty and the existing faculty members from the business, management information systems, and computer science programs will be teaching the relevant business and data science courses. With the initial committed funding support,existing resources, and active recruitment throughout the first five years, the proposed program will be adequately funded.

a. Provide a description of the institution's a commitment to:

i. ongoing administrative, financial, and technical support of the proposedprogram

The proposed program has the ongoing committed administrative, financial, and technical support from the institution. The types of support include, but not limited to,faculty salaries, recruitment activities and other initiatives with

internal and external partners, state-of-the-art smart classrooms and IT infrastructure, faculty professional development, technical support from the campus IT Division, library resources, and anew building under renovation.

ii. continuation of the program for a period of time sufficient to allow enrolledstudents to complete the program.

Given the high demand for and the strategic importance of the program, the programwill be continued, and CSU is committed to allow sufficient time for enrolled students to complete the program. Once the program gets approved, we will start active recruitment through different platforms, establish external partnerships with local businesses, community colleges and high schools, create career development and placement prospects for program students, and seek interdisciplinary or multidisciplinary collaboration opportunities with other CSU programs.

Critical and Compelling Regional or Statewide Need as Identified in the State Plan:

B. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

1. Provide evidence that the perceived need is consistent with the **Maryland State Plan for Postsecondary Education**.

a) The need for the advancement and evolution of knowledge

Maryland is a national leader in the exploration, development, and implementation of creative and diverse educational and training opportunities that will increase student engagement and improve learning outcomes and completion rates. Furthermore, the CSU MSHIM degree aligns with USM Goal 1 for USM academic programs to respond to meeting the changing educational and leadership needs of the State of Maryland, the nation, and a growing and increasingly diverse undergraduate and graduate student population. On the national and international level, the U.S. Department of Health and Human Services (HHS) which includes the Centers for Disease Control, the Centers for Medicare and Medicaid, the National Institutes of Health, the Substance Abuse and Mental Health Services Administration (SAMSHA), the Administration for Children and Families, and the Administration for Community Living that includes the Administration on Aging, the Office on Disability, and the Administration on Intellectual and Developmental Disabilities, is the largest employer of health professionals in the world. Also, on the national and international level, the U.S. Armed Forces which includes the Army, Navy, Air Force, Marines, Coast Guard, and Merchant Marines and the U.S. Veteran's Administration employs thousands of health professionals worldwide. Each of the agencies provide for expanded educational opportunities in addition to professional employment opportunities.

b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education

A MSHIM graduate degree is essential as the U.S. health care delivery system gravitates towards a complete electronic system. Furthermore, the healthcare system has become a complex health information environment requiring all healthcare professionals to need greater skills in managing patient information through the continuum of care. Skills for data management and data integrity are imperative to improving quality and reducing medical errors and costs.

c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs

The program is consistent with the 2017-2021 Maryland Plan for Postsecondary Education to increase student success with less debt and ensure equitable access to affordable, innovative and quality postsecondary education for all Maryland residents. Thereby extending opportunities to potential students outside our normal service area. Furthermore, it aligns with the University System of Maryland (USM) Strategic Plan by leading and responding to Maryland's changing academic needs. It also aligns with the new 2020 goals to increase the number of underrepresented minority students in USM institutions and increase focus on supporting Historically Black Institutions, particularly in Baltimore through collaboration such as B-Power.

The BLS projects 477,600 Managers in Health Services will be needed by 2028. With the current and projected enrollment numbers the profession will not meet this demand without expanding to a master's level degrees and beyond (doctoral degrees) in HIM. The BLS lists over 4,000 employment opportunities in Maryland and the DC, Maryland, and Virginia (DMV) is amongst the top ten areas with the highest employment level in this occupation.

C. **Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State**:

1. **Describe potential industry or industries, employment opportunities, and expected level of entry (*ex: mid-level management*) for graduates of the proposed program.**

   The CSU MSHIM degree program, as well as the focus areas, directly responds to the employment and vacancy needs of in-patient and outpatient healthcare delivery systems, requiring health information management professionals. The demand is high for Professional health services jobs include allied health and urban health specialist, urban mobilization coordinator, response monitoring coordinator, logistic coordinator, safety and occupational health specialist, case managers, HIV/AIDS specialists; health and wellness facility directors, spa directors; and cruise ship health and wellness directors.

2. **Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.**

The CSU MSHIM degree program, as well as the concentrations, directly responds to the employment and vacancy needs of in-patient and outpatient healthcare delivery systems, requiring health information management professionals. The degree will prepare students for the professions with the greatest growth potential for the 21st century. The existing vacancy rate and need for HIM professionals will only increase as 77 million baby boomers approach retirement years. Although America is adjusting to an older work force, if left unabated this shift will ultimately lose a significant number of well-educated employees from the work force without adequate replacement. According to the Bureau of Labor Statistics (BLS) Occupational Outlook Handbook; BLS medical-and-health-services-managers employment in the need for health managers are expected to increase by 18% much faster than average through 2028; job prospects should be very good; with widespread adoption of health IT and digital information professionals with a strong understanding of technology and computer software will be in particularly high demand. The BLS states that "as the large baby boom population ages and people remain active later in life, the healthcare industry as a whole will see an increase in demand."

3. **Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.**

The degree will prepare students for the professions with the greatest growth potential for the 21st century. The BLS lists Maryland as the state with the highest concentration of health jobs in the U.S. and it lists the Mid-Atlantic region as having four of the top five states offering the best pay for this occupation. Those states include Washington, DC, as number one, New York as number three, Delaware as number four, and New Jersey as number five. Current enrollments cannot meet this projected market demand. According to the 2019 Annual Report of the Commission on Accreditation of Health Informatics and Information Management (CAHIIM) CAHIIM 2019 Annual Report there are only seven (7) accredited HIM master's program in the nation (none in the DMV). Programs reported only 5,888 graduates for 2016-2017 academic year.

4. Provide data showing the current and projected supply of prospective graduates.

The BLS projects 477,600 Managers in Health Services will be needed by 2028. With the current and projected enrollment numbers the profession will not meet this demand without expanding to a master's level degrees and beyond (doctoral degrees) in HIM. The BLS lists over 4,000 employment opportunities in Maryland and the DC, Maryland, and Virginia (DMV)is amongst the top ten areas with the highest employment level in this occupation. In 2009 the American Recovery and Reinvestment Act was signed into law. Additional monies were allocated to promote the electronic exchange and use of health information for each individual through the Health Information Technology for Economics and Clinical Health Act (HITECH).

Billions of dollars were included as an incentive for physicians and hospitals to transition to electronic health records (EHR) and become meaningful users of the information. With HITECH there is a need to better understand and explain how data are defined, analyzed, and interpreted. That includes a body of standards, vocabularies and terminologies and the transition from paper to electronics.

D. Reasonableness of Program Duplication:

1. **Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.**

Locally there are four universities that offer programs that are similar but have different emphasis. The University of Maryland Baltimore City offers a Master of Science in Professional Studies: Health Information Technology designed to prepare professionals in computer science and information systems. The University of Maryland University College offers a Master of Science in Health Informatics with an emphasis on health care administration and informatics. The University of Maryland offers a Master of Science in Health Services Administration preparing graduates to manage various health related organizations. Finally, the University at Shady Grove offers a Master of Science in Health Systems Management preparing students to be healthcare managers or program directors.

Health Information Technology, Health Informatics, Health Services Administration and Health Systems Management are altogether different things. UMUC's and University of Maryland's degrees comes closer to the Coppin State University (CSU) master's in Health Information Management degree than the others, these programs are specialized and focused on either administration or computer science. The CSU health master's program is much broader giving CSU graduates much more latitude in career choices because of the tracks offered in the second year of the program. The MSHIM program at CSU is specifically designed to prepare professionals to thrive in a technology-supported and information-driven health care environment.

2. **Provide justification for the proposed program.**

The MSHIM program incorporates the disciplines of quality improvement and risk management, healthcare administration, research, finance, information technology and systems and law into one curriculum. Additionally, the student can choose to receive training in areas that would make them eligible to test for the American Health Information Management Association (AHIMA) credential, Registered Health Information Administrator (RHIA) and Certified Health Data Analyst (CHDA). Because of this unique mixture, graduates can choose from a variety of work settings across an array of healthcare environments.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

1. **Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.**

   The MSHIM degree is aligned with the University by educating the urban population in sciences, liberal arts, and professional careers. Based on a review of the documentation, none of the Historically Black Institutions in Maryland offer programs in the Health Information Management field.

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

1. **Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.**

   There are no programs among the HBIs comparable to CSU's proposed M.S. Degree in Health Information Management. University of Maryland University College offers a related degree in Health Informatics Management. This means an enormous increase in educational and employment opportunities in terms of the employment outlook for aspiring health information management professionals at HBIs and on a more localized level, i.e. Baltimore, the State of Maryland, and the region.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):

1. **Describe how the proposed program was established, and also describe the faculty who will oversee the program.**

   The program was established in 2017 when faculty began to take note of the advancements in the health information management industry. Faculty also noted growth in the bachelor's program that already exist within the University. Through assessment practices and data review, faculty with appropriate credentials began to design a program that would meet the demand from current undergraduate students. Faculty within the program are also working professionals in the field. The department includes a balance of core faculty and university affiliates who provide students with the latest in cutting edge technology and innovation required with the discipline.

2. **Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.**

   Program educational objectives and intended student learning outcomes.
   Upon completion of the requirements for the proposed MSHIM degree, the graduate will have obtained:

   1. Advanced knowledge and skills in track areas such as health services administration, project management, quality and risk management and health informatics.
   2. Knowledge in strategic decision making to move an organization's mission and goals toward stated objectives.
   3. Skills to evaluate, select, and implement advanced principles and approaches to electronic health record (EHR) technology and work processes.

4. Qualifications to be positioned to take on administrative positions in a multitude of provider organizations and related entities in the healthcare arena.
5. Knowledge to plan, organize and manage a project involving a multidisciplinary team of professionals from inception to completion.
6. Knowledge and skills to establish quality management programs using an interdisciplinary prospective.
7. Communication skills and strategies to interact with multidisciplinary and multi-facility professionals.

3. Explain how the institution will:

1. provide for assessment of student achievement of learning outcomes in theprogram

Coppin students' experiences and instruction will be anchored within an academic framework of the University's Student Learning Outcomes (SLOs) such as Oral and Written Communication and Analytical Reasoning. These SLOs, by definition, represent the university's commitment to provide students with academic experiencesthat support their ability to write clear expository and persuasive prose; to use valid research-based arguments as support for their written or oral positions; to express their ideas in language that is both appropriate to the topic and for the target audience,and to write and speak proficiently for those various audiences. Moreover, students will be trained to apply classical and/or current theories and principles from specific content areas; to use critical judgments from a combination of evidence and assumptions to reach viable conclusions; and to collect, analyze, and interpret data viacomputational literacy and scientific reasoning.

2. document student achievement of learning outcomes in the program

Through the Assessment Committee utilizing Blackboard Outcomes and the Nuventive software platform, assessment of student learning will be regularly monitored, reviewed, and if necessary, enhancements to the curriculum will be provided to ensure student success. The Assessment schedule of the university willdrive routine and systematic assessment of learning.

4. **Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements**

List of courses with title, semester credit hours and course descriptions

HIM 500 Issues and Trends in Health Care (3 credits): Overview of current issues and concepts regarding health care within the U.S. system. Includes an analysis to prepare the learner with the essential thought process of the impact of socioeconomic, political, ethical, and legal challenges facing the delivery of health care.

HIM 501 Introduction to Health Informatics (3 credits): Introduces the foundation of health informatics that includes definitions, theory, practice, technologies, workflow, personalized medicine models and expectations in the informatics field, tools, and professional organizations.

HIM 502 Legal Issues of Health Information & Informatics Management (3 credits): Create regulatory policies based on health laws through an expanded review and analysis of legal issues related to operations and electronic-based health information. The growth of computer and communication technologies, including designing a privacy and security infrastructure, fraud surveillance, electronic data interchange and compliance related issues; policy, regulatory and related concerns; interpretation and implementation of enterprise information policy.

HIM 503 Electronic Health Record Design & Planning (3 credits): Advanced principles and approaches to electronic health record (EHR) technology. Examine required documentation and record structures. Theoretical and pragmatic issues related to EHR technology, such as design and development, planning, standards and clinical terminologies, model EHR systems, evaluation of EHR software systems, and outcomes research using the EHR. In addition, such requirements of accrediting and licensing agencies of EHR technology as well as the strategic initiatives of the Office of the National Center for Health Information Technology (ONCHIT) discussed.

HIM 504 Human Resource Management in Health Care (3 credits): Presents concepts in human resources management as applied to health care organizations. Explores relationships between human resources management and general management, nature of work and human resources, compensations and benefits, personnel planning, recruitment and selection, training and development, employee appraisal and discipline, organized labor issues, employment and labor law.

HIM 505 Financial Management for Health Care Organizations (3 credits): An in-depth study of health care economics and the financial management of health care organizations. The economic principles underlying the American health care market and the financial management of health services organizations within that market are examined. Analysis covers free market and mixed market economies, developing enterprise-wide strategic and operational planning models for revenue cycle management, forecasting, prescriptive and predictive analytics and health care industry regulation. Topics also include oversight of revenue cycle, reimbursement mechanisms and their effect on health care provider organizations, managed care, capitation and per case or per diagnosis payment, as well as how these financial strategies are utilized by third-party payers. Focus is on financial challenges such as uncompensated care, cost increases, increased competition, and increased regulation and how health care providers should respond to them.

HIM 506 Health Care Organization & Delivery (3 credits): Provides a body of knowledge and skills needed to successfully manage and lead health care organizations. Development of healthcare policies which could directly or indirectly impact the national or global healthcare delivery system. Other topics examined are information governance, contingency planning and strategic planning.

HIM 507 Health Information Clinical Classification Systems (3 credits): Interpret and construct examples of mapping standard clinical terminologies, vocabularies and classification systems including SNOMED, Clinical Terms Version 3 (Read Codes), Metadata, UMLS, ICD-10-CM, and ICD-10-PCS, CPT/HCPCS, medical linguistics, medical vocabulary standards, natural language

processing, computer assisted coding systems and the role of healthcare vocabularies and clinical terminologies in the electronic health record.

HIM 508 Research Methodology of Health Information (3 credits): Analyze principles of research and clinical literature evaluation with emphasis on epidemiology, research methods and design, grant proposals, literature search and evaluation, and knowledge-based research techniques. Advanced statistical techniques (interpretation) building on existing knowledge of descriptive statistics and fundamental inferential statistics, probability and hypothesis-testing and confidence interval estimation for normally distributed data as applied in the field of health information and informatics and biostatistics. Create statistical business models to leverage enterprise wide information assets. Compliance with research administrative processes and policies will also be demonstrated. Preparation and evaluation of data collection instruments, statistical analysis of data including use of statistical packages and scientific writing.

HIM 509 Data Warehouse and Mining (3 credits): Provides a solid introduction to the topic of data warehousing and the foundations of understanding the issues involved in building a successful data warehouse. Data warehouse development method and issues surrounding the planning of the data warehouse. Data quality and metadata in the data warehouse. Analysis, transformation and loading of data into a data warehouse. Development of the data architecture and physical design. Implementation and administration of the data warehouse. Introduction to data mining. Prerequisite: Admission to a HIM graduate program or permission of the department.

HIM 510 Advanced Concepts In Clinical Information Systems (3 credits): A survey of fundamental concepts of information technology applied to health care from the perspectives of providers, payers, consumers. Major topics include the electronic health record, health information systems, repositories and data bases, enterprise-wide systems, laboratory, radiology (PACs) systems, voice recognition, physician order entry, telemedicine, decision support systems. Overview of historical, current, and emerging health information systems; concepts and knowledge involved in making informed management decisions and strategic use of information technology (IT) in clinical information systems and linkages to business for policy evaluation, information governance, clinical research and overview of multiple systems, health information exchanges, vendors, processes and organizations; and methodology for evaluation of health information systems.

HIM 511 QI in Health Care (3 credits): This course will provide a survey and synthesis of quality management in health care including assessing and writing policy related to protecting data integrity, clinical documentation improvement and conducting quality assessment studies. Quality management will be presented using an interdisciplinary perspective, considering a number of disciplines, including operations management, organizational behavior and health services research.

HIM 600 Strategic Management in Health Care (3 credits): Explores strategic decision making in health care organizations. Considers the concepts and alternative models of strategic management, the strategic management process, and the evaluation of strategic decisions.

HIM 601 Introduction to Health Care Risk Management (3 credits): Historical introduction on the development of health care risk management. The role of the health care risk manager and development of an organization's risk management plan will be discussed. The principles of health

care risk management and the connection between risk management and quality improvement in various health care settings will be examined.

HIM 602 Health Care Risk Planning, Strategy, and Compliance (3 credits): Introduces the structured analytical process of enterprise risk management (ERM). This module explores the ERM and health-care concepts that support the framework necessary for enterprise-wide solutions and strategies for dealing with mitigating access and disclosure of organizational risks. Furthermore, this course will examine corporate compliance standards and procedures, including standards of conduct, laws, regulations, and government agencies.

HIM 603 Quality Metrics and Data Management in Health Care (3 credits): Examine numeric measures and indicators that quantifies input, output, and performance dimensions of process, products, services and overall outcomes. Examine the selection, management, and use of information and data to support key health care organization processes and action plans. Examine the collection, management and reporting of organizational-wide & departmental performance, employee and customer satisfaction. Included in the course are various tools for gathering customer data including focus groups, questionnaires, interviews and on-site visits.

HIM 604 Healthcare Data Analytics (3 credits): Covers the techniques, strategies and the need and use of Information Technology (IT) tools for data collection, data analysis, and reporting and knowledge management. Offers learners the foundational terminology, concepts, models, processes and tools associated with decision support and knowledge management systems to leverage data into information and knowledge enhance care processes, data quality, cost effectiveness and decision-making, ultimately increasing the strategic acumen of the organization.

HIM 605 Methods of Health Information Exchange (3 credits): Explores the concept of health information exchange across diverse systems and networks within the U.S. health care industry. The development, role and future of the National Health Information Network (NHIN). The impact of information exchange on seamless delivery of patient care is explored. Case studies and alignment with the current and future initiatives and efforts of local, state, and national entities to analyze methods of data and information exchange.

HIM 606 Monitoring and Evaluating Health Programs (3 credits): Explores methods and processes used to systematically collect and measure information for the purpose of program evaluation. The course integrates several knowledge and skill areas including research methods, statistics, proposal writing, budget planning, project management, and program evaluation.

HIM 780 Capstone Project (3 credits): Designed to assist students in the transition from theory to practice. Emphasis on sharpening analytical and intuitive leadership practices through the use of interactive case studies and team building exercises and field projects. Prerequisite: completion of all required courses excluding the optional Internship.

HIM 781 Internship (S or NS): An optional course where students perform lab work, field work, and/or in-depth descriptive studies regarding topics related to HIM or a combination of HIM and one of the track areas. Prerequisite: completion of all required courses excluding the Capstone Project.

HIM 782 RHIA Prep (2 credits): AHIMA certification in HIM leads to career enhancement and advancement, increased earning potential and greater success in your chosen profession. AHIMA credentials are earned through a challenging plan of study at an accredited program and certification exam and maintained through continuous review and education. This course is designed to prepare students for the RHIA Certification Exam. The RHIA is an expert in managing patient health information and medical records, administering computer information systems, collecting and analyzing patient data, and using classification systems and medical terminologies, in addition to influencing the financial viability of the organization. There is a review of the five key learning domains and competencies that employers have identified as the minimum expectations for an entry level graduate. There are assignments, quizzes and exams that will assess the students' readiness to sit for the exam. Students will take a final exam that mirrors the actual certification exam. It will consist of 180 questions and the student will have 4 hours to take the exam. In addition, students will have the opportunity to prepare their resume, develop interviewing skills and their capstone will be to complete a Personal Portfolio that reflects the student's academic accomplishments. Pre-requisites: All prior HIM courses in the RHIA track.

Master of Science in Health Information Management Plan of Study

Prerequisites: To be successful applicants must demonstrate prior knowledge in or students may be asked to take and pass a challenge examination or enroll in relative courses in these areas prior to acceptance into the master's program:

- Health Statistics
- Research
- Accounting
- Advanced Computers

Semester	Course	Course Title	Credit Hours
Year One Fall	HIM 500	Issues and Trends in Health Care	3
	HIM 501	Introduction to Health Informatics	3
	HIM 502	Legal Issues of Health Information & Informatics Management	3
Total credits			**9**
Year Two Spring	HIM 505	Financial Management for Health Care Organizations	3
	HIM 506	Health Care Organization & Delivery	3
	HIM 507	Health Information Clinical Classification Systems	3
Total credits			**9**
Year One Summer	HIM 503	Electronic Health Record Design & Planning	3
	HIM 504	Human Resource Management in Health Care	3
Total credits			**6**
Year Two Fall	HIM 508	Research Methodology of Health Information	3
	HIM 509	Data Warehouse and Mining	
	HIM 510	Advanced Concepts In Clinical Information Systems	
Total credits			**9**
Year Two Spring	HIM 511	QI in Health Care	3

	HIM 780	Capstone Project	3
	HIM 781	**Internship (Optional)*	S or NS
	HIM 782	*RHIA Prep*	2
Total credits			**8**
***Total Credits minus track courses**			**32**
Year Two Summer	HIM XXX	Track Course #1	3
	HIM XXX	Track Course #2	3
Total credits			**6**
Year Three Fall	HIM XXX	Track Course #3	3
	HIM XXX	Track Course #4	3
	HIM XXX	Track Course #5	3
Total credits			**9**
Total Program Credits			**47**

***Students will complete the core courses and all but 3 credits towards a track in Health Services Administration**

MSHIM Tracks to be completed starting in Year Two Fall

1. Health Informatics (HI)
   - Introduction to Health Informatics 3
   - Healthcare Data Analytics 3
   - Methods of Health Information Exchange 3
   - Monitoring and Evaluating Health Programs 3
   - Advanced Concepts in Clinical Information Systems 3

2. Quality Improvement & Risk Management (QI/RM)
   - QI in Health Care 3
   - Introduction to Health Care Risk Management 3
   - Health Care Risk Planning, Strategy and Compliance 3
   - Quality Metrics and Data Management in Health Care 3

*3. Health Services Administration (HSA)
   - Health Care Organization & Delivery 3
   - Strategic Management in Health Care 3
   - Financial Management for Health Care Organizations 3
   - Human Resource Management in Health Care 3
   - Issues & Trends in Health Care 3

Please Note: Students interested in applying to sit for the RHIA exam will also be responsible for completing or demonstrating proficiency in the following courses or subjects, if not previously met:

- HSC 190, Medical Terminology 3
- HIM 300 Fundamentals of HIM 3
- HSC 312, Pathophysiology 3

- HSC 313, Pharmacology 3
- HIM 307, Medical Classifications I 3
- HIM 408, Medical Classifications II 3

Identify any specialized accreditation or graduate certification requirements for this program and its students.
This program will be accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) which is recognized by the Council for Higher Education Accreditation. Once accredited, they charge an annual institutional fee of $2500.

5. Discuss how general education requirements will be met, if applicable.

Not Applicable

6. Identify any specialized accreditation or graduate certification requirements for thisprogram and its students.

The proposed program, as in the case of the existing Bachelor of Science of Health Information Management will adhere to the standards by (CAHIIM).

7. If contracting with another institution or non-collegiate organization, provide a copyof the written contract.

The university is not contracting with another institution or non-collegiate organization toadminister this program.

8. **Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum,course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.**

The Undergraduate Catalog and program brochure will provide students with clear, complete, and timely information on the curriculum, course, and degree requirements. Coursesyllabi will provide clear information on nature of faculty/student interaction, specific courserequirements, modes of instruction, assumptions about technology competence and skills, technical equipment, or software requirements, learning management system (i.e., Blackboard), and academic accommodations. The CSU website and the Blackboard site for each course will list all the academic support services available for students on campus and online. Information on financial aid resources and costs and payment policies will be clearly communicated to students through the corresponding offices on campus, the CSU website, and College of Business advisement center.

The program description, curriculum requirements and services will also be provided on the department's website, as well as the college level page location. It will be noted that the program provides ample opportunities for students to engage in career development and otherprofessional activities on and off campus.

9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed programand the services available.

Once approved, the program will be advertised through brochures, flyers, CSU website, social media and in the Student Handbook, along with the appropriate student supports. The recruitment materials/portals will clearly and accurately promote the program and inform students about academic advising, disability support, counseling, and other services availableat CSU.

H. Adequacy of Articulation

To date, there have been no articulation agreements. However, should the need arise for partnerships and other collaborative opportunities, the university will commit resources toensure partnerships that have a positive impact on student success and contribute to the discipline.

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11).

Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faulty member will teach in the proposed program.
Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:

Faculty Name	Rank	Tenure	Teaching Expertise
*Mona Calhoun, MS., M.Ed., RHIA, FAHIMA	Associate Professor/Chairman	Tenured	Health Information Management, Healthcare Delivery Systems and Administration, Quality Management, Leadership development, Healthcare Reimbursement, Certified online course developer and educator, Psychometrics
I. Smith, PhD	Assistant Professor	Tenured	Health Sciences & Community Health Education
C. Wood, Ph.D., MBA, RN	Full Professor	Tenured	Master Reviewer in Online Evaluation, Quality Management, Risk Management,

			Leadership, Healthcare Administration, Finance, Research & Statistics and Patient Safety
*D. Watties-Daniels, DNP (c), MSN, RN	Full Professor	Tenured	Healthcare Informatics Nursing
I Ezebuihe, DNP., RN	Assistant Professor	Tenured	Global Health Nursing
V. Robinson, Ph.D., RN	Associate Professor	Tenured	Community Health, Health Care Administration (Health Services Administration), Patient Safety
Aerian Tatum, MS, RHIA, CCS	Assistant Professor	Tenure Track	Clinical Classification Systems, Documentation Improvement Health Information Management, Certified online learning instructor
*Patience Ebuwei, RHIA, MPH, CEP	Assistant Professor	Tenure Track	Public Health Health Information Management Applied Research, certified online learning instructor
Cataria Davis, PhD, MPH, MS, CHES	Assistant Professor	Tenure Track	Public Health Qualitative and Quantitative research Data Analytics
Crystal Day-Black, Ed. D. (c), MSN, RN, CNE, CNEcl, CDE, PMHCNS-BC	Associate Professor	Tenured	Quality Management Patient Safety Nursing
Yolanda Savoy, Ed.D.	Assistant Professor	Tenure Track	Public Health Curriculum Development: Program Development Leadership Non-profit and for-profit organizations management Institutional and programmatic accreditation processes
TBH		Part-time	
*Enrolled in doctoral program			

a) Pedagogy

The faculty identified in this section have expertise in their specialty area and in the courses they teach. The faculty are expected to have teaching excellence, engage in scholarship and service. The faculty members are involved in significant local, regional, national, and international scholarship and service. The number of full-time faculty shall support

consistency and continuity in all aspects of the curriculum. Full-time faculty shall coordinate and teach in the identified courses in the program. Adjunct faculty will be utilized based on their expertise.

Professor Mona Calhoun, M.S. M.Ed., RHIA, FAHIMA was hired in November 2006 and has been serving in the role of Chair of the Bachelor of Science in Health Information Management program since the start of the program. Areas of expertise are Healthcare Delivery Systems, Leadership, Data Analytics and Health Information Management. She is pursuing a PhD in Psychometrics.

b) The learning management system

CSU employs Blackboard as the learning management system. Currently all faculty are required to use Blackboard whether teaching a face-to-face, hybrid, or completely online class. The IDEA team under the Information Technology Division provides faculty with individual or group-based trainings all year long on all aspects of Blackboard to better engage and communicate with students, assess students' knowledge and learning outcomes, and so on. Best practices and new ideas are shared across the campus through these ongoing training workshops and activities.

c) Evidenced-based best practices for distance education if distance education is offered.

Not applicable

A. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12)**.**

1. **Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.**

Coppin State University has a library on-campus with adequate resources to support theproposed program. The Parlett L. Moore Library's facilities and resources provide excellent support for scholarship, inquiry, and research for the students and faculty of the College of Business. Thelibrary has a diverse collection of print, non-print, and electronic items. Currently, the library collection includes 95,015 books and over 40,000 electronic books. The library subscribes to 363 print serials titles.

The Library is a member of the University System of Maryland and Affiliated Institutions (USMAI), a collaborative effort that permits 13 state higher education institutions to share resources. USMAI provides global circulations functions; a major advantage because of the students' accessibility to information resources including over 1,400,000 titles. Global circulations functions permit registered patrons to borrow from the members of USMAI. If astudent cannot locate the book in the Moore Library and it is available at another institution, the student can either pick

the book up from that institution or have the book sent to the Moore Library. The document delivery service, having the book sent and returned from a member library, is available to students at no cost.

Parlett L. Moore Library is equipped to support increasing use of web-based collections/electronic resources and web-based services. The use of technology by students and faculty has been successful; the library offers 40 electronic databases, providing full textand indexing and abstracts for more than 35,000 journals. There is extensive indexing for books, monographs, conference papers and other sources. The library uses the SFX and MetaLib software to integrate and improve access to full-text articles. If the source is not available in Parlett L. Moore Library, the software automatically directs the students to Interlibrary Loan to request the article.

Materials, including books, copies of periodical articles, dissertations, etc., which are not in the USMAI catalog or cannot be accessed in our full-text online databases are obtained fromother libraries through the Interlibrary Loan (ILL) process. Monographs are usually borrowed in returnable hard copy. Newspaper and periodical requests are received as PDF whenever possible and accessed online through an ILL Express Account. Coppin uses ILL Express, which is the electronic service, students request the item(s) through their account, and when the material arrives, it is sent via e-mail to the student. There is no fee for interlibrary loan services. The library's online catalog, e-books and databases are accessible 24 hours.

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12).

Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.

Academic support services are outstanding and include the University of Maryland Health Sciences Library located in Baltimore. This library has one of the most extensive holdings of current and archived resources in the U.S. As part of the University System of Maryland, CSU students have full use of this facility. Since the University is a member of the System, students have access to the libraries of the USM as well as access to public and academic libraries with the State of Maryland. In 1990, libraries in the USM established a Library Information Management System (LIMS), a collaborative effort that permits state higher education institutions to share resources. LIMS is supported by the CARL network which provides for online public access, global circulation functions, information retrieval databases, and technical processing. Examples of the databases available are: OVID Medline, CINAHL, Health Source Consumer Edition, MEDLINE and Gale Science in context.

Resource sharing does not negate the need for providing a strong core collection. The Parlett L. Moore Library on the CSU campus is a five-story 85,521-square foot structure designed to house the library's collections and services. The library has a seating capacity for 750 students.

Most of the seats are individual study carrels. The library is open 80.5 hours per week during the regular academic sessions. The operating schedule of the library is Monday -

Thursday: 8:00 a.m. - 9:00 p.m., Friday: 8:00 a.m. - 5:00 p.m., Saturday and Sunday closed. The library provides space for classrooms, meetings, offices, and specialized laboratories. A group study room is also available for students. Classrooms are available for bibliographic instruction and viewing of visual media. The seminar room may be booked for meetings and conferences.

MSHIM program-related instructional resources will include but not limited to the following:

- AHIMA Body of Knowledge
- HIMSS Journal
- Project Management Journal
- The Risk Management Journal
- Journal of Quality Management
- Health Informatics Journal
- Journal of AHIMA
- The Joint Commission Hospital Accreditation Manual
- CMS Standards and Conditions of Participation
- And other health care related journals

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:

    a) An institutional electronic mailing system, and

    b) A learning management system that provides the necessary technological support for distance education

CHP classrooms, located in the Health and Human Services building, are "smart" classrooms with the state-of-the-art technology making the use of Blackboard and Tegrity possible. Tegrity allows students to have access to course lectures at any time. Although not all students' own computers, all students have access to computing facilities in the Grace Hill Jacobs Classroom Building on the Mezzanine and Lower levels as well as an auxiliary laboratory in the Parlett Moore Library. There is a total of 336 computers campus¬-wide. Refer to Table 2-B-1 for Computer Technology resources.

Students and faculty have easy access on campus and via the CSU website to major resources such as Registration, Admission, Counseling, Financial Aid, and Human Resources. In addition, the CHP has a separate Office of Student Affairs and Retention ("STAR") to recruit and retain students who have the potential and motivation to be successful in

nursing. The Office of STAR and the Office of Development coordinate the CHP website development. The CHP utilizes new modalities of communication to become more accessible and efficient, such as FACEBOOK, with a focus on best practices and customer satisfaction.

Tutorial centers, whose services are free to Coppin students, are open daily. The Center for Advisement and Academic Engagement is located in the Grace Jacobs Classroom Building. The Center offers services to students who need individualized testing or study skills advice or who have disabilities or handicaps requiring specialized materials, equipment, or instructional style accommodation.

The Office of Instructional Technology and Training (OITT) offers training sessions and/or workshops are available on campus, free of charge and are open to faculty, staff, and department upon request. Some of the hands-on workshops on popular computer applications include: Windows, Outlook, Access, Excel, PowerPoint, Word, and Web-Page Design. The OITT Development Center is located in the basement of the Tawes Center. The primary goal of the OITT Development Center is to provide university-wide training and support services to faculty and staff through workshops, demonstrations, individual assistance, and self-instructional media-based materials. There are also customized training and demonstration seminars available for faculty, staff, and departments upon request. The university has integrated the use of Lync. Microsoft® Lync® is a communications platform in which users can keep track of contacts' availability; send an IM; start or join an audio, video, or web conference; make phone calls through an interface. Student OITT Help Desk information is found at http://www.coppin.edu/itssc.

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)

1. Complete Table 1: Resources and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

2. Complete Table 2: Program Expenditures and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

Tables 1 and 2 represent the Master of Science in Health Information Management proposed resources and expenditures.

TABLE 1: RESOURCES					
Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1.Reallocated Funds[1]	0	0	0	0	0
2. Tuition/Fee Revenue (c+g below)	$93,635	$144,601	$199,558	$271,089	$342,935
a. #F.T Students	10	15 (14 +1)	20 (18 +2)	27 (25 + 2)	34 (30 +4)
b. Annual Tuition/Fee Rate	$7,368 (In-State) $13,512 (Out-of-State)	$7,368 (In-State) $13,512 (Out-of-State)	$7,368 (In-State) $13,512 (Out-of-State)	$7,368 (In-State) $13,512 (Out-of-State)	$7,368 (In-State) $13,512 (Out-of-State)
c. Annual Full Time Revenue (a x b)	$73,680 (in) $0 (out)	$103,152 (in) $13,512 (out)	$132,624 (in) $27,024 (out)	$184,200 (in) $27,024 (out)	$221,040 (in) $54,048 (out)
d. # Part Time Students	5	7	10	15	17
e. Credit Hour Rate	$307 (in) $563 (out)	$307 (in) $563 (out)	$307 (in) $563 (out)	$307 (in) $563 (out)	$307 (in) $563 (out)
f. Annual Credit Hours	24 (13)	24 (13)	24 (13)	24 (13)	24 (13)
g. Total Part Time Revenue (d x e x f)	$19,955	$27,937	$39,910	$59,865	$67,847
3. Grants, Contracts & Other External Sources[3]					
4. Other Sources					
TOTAL (Add 1 - 4)	$93,635	$144,601	$199,558	$271,089	$342,935

[1] Reallocated funds, None
3 Grants and Contracts. None.
4 Other sources. Not Applicable

TABLE 2: EXPENDITURES					
Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses (b + c below)	$48,600	$48,600	$130,000	$130,000	$130,000
a. # FTE	0.5	0.5	1.0	1.0	1.0
b. Total Salary[1]	$45,000	$45,000	100,000	$100,000	$100,000
c. Total Benefits	$3,600	$3,600	30,000[2]	$30,000	$30,000
2. Total Administrative Staff Expenses (b + c below)	$0	$0	$24,300	$24,300	$24,300
a. # FTE	0	0	0.5	0.5	0.5
b. Total Salary[1]	$0	$0	$22,500	$22,500	$22,500
c. Total Benefits[3]	$0	$0	$1,800	$1,800	$1,800
3. Total Support Staff/Adjunct Expenses (b + c below)	$19,440	$19,440	$29,160	$38,880	$48,600
a. # Adjunct contracts	6	6	9	12	15
b. Total Salary[1]	$18,000	$18,000	$27,000	$36,000	$45,000
c. Total Benefits	$1,440	$1,440	$2,160	$2,880	$3,600
4. Equipment	$5,000	$5,000	$5,000	$5,000	$5,000
5. Library	$5,000	$5,000	$5,000	$5,000	$5,000
6. New or Renovated Space	$0	$0	$0	$0	$0
7. Other Expenses	$10,000	$10,000	$10,000	$10,000	$10,000
TOTAL (Add 1 - 7)	$88,040	$88,040	$203,460	$203,460	$203,460

[1]Projecting 3 years out based on COLA possible 3% increase for staff and faculty make that change.
[2] Full-time at 30% of salary for fringe
[3] .08% of salary for fringe

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).

1. Discuss procedures for evaluating courses, faculty and student learning outcomes.
2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

The College of Health Professions' Health Information Management Program Evaluation Plan contains the established benchmarks as it relates to MSHIM courses, faculty and student learning outcomes. Benchmarks are organized by: mission and governance, institutional commitment and resources, curriculum, faculty, students, graduates, program effectiveness and community engagement. This plan is also aligned with the standards of the organization that accredits Master's in Health information Management, Commission on Accreditation of Health Informatics and Information Management Education (CAHIIM). Data received shall be shared as appropriate by the departmental Chairperson and Health Information Management for further review and analysis. The Master's in Health Information Management Evaluation Committee shall be tasked with reviewing the program evaluation plan. The Evaluation Committee shall provide feedback to the faculty quarterly based on program assessment using the systematic program evaluation plan for evaluation of the program. The results of the aggregate courses, faculty and student performance shall be used to determine program effectiveness.

Faculty also use data evaluations, student classroom evaluations, graduate employment rates and external standardized exams to facilitate the achievement of individual student learning outcomes, and to evaluate, revise and develop the curriculum. Identified internal and external communities of interest that have direct and indirect influence on the curriculum have been identified. Curriculum and program evaluation data shall be reviewed on an ongoing basis. The findings associated with the data shall be documented in the Program Improvement Plan and brought forward to the School of Allied Health Faculty Organization for approval before being sent to the applicable academic/governance area of the University for approval.

At the end of each semester, the end of course reports including the final grades; satisfaction of graduates with their respective programs; scholarly activity by faculty and students; and the number of graduates employed within one-year post-graduation shall be tracked. Aggregate data shall be compared to prior year trended data, established benchmarks, and, when available, state and national standards and norms. Before the end of each semester, students shall receive an email notification from the Office of Assessment to complete a course evaluation questionnaire (CEQ) which includes an overall faculty evaluation of teaching effectiveness. Upon program completion, graduating students are asked to complete a Health Information Management End of Program survey which addresses program satisfaction. Alumni shall be surveyed annually through telephone and social media.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05).

1. Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.

The CSU institutional commitment to diversity is evidenced in the Strategic Plan Goal 3, to address the needs of our multigenerational student population by creating an environment that supports diversity, equity, and inclusion through learning outcomes inside and outside the classroom. The proposal addresses minority student access and success through the CHP Academic Success Center which is strategically located within the College of Health Professions (CHP) again utilizing "best practices" to recruit and retain regional, national, and international candidates for all educational programs that are offered through the College of Health Professions, particularly those candidates from groups underrepresented in the health professions and candidates from disadvantaged backgrounds. This office serves students in the health professions, the Helene Fuld School of Nursing, and the School of Allied Health. The main objective of this organizational structure is to systematically assess and evaluate admission and retention efforts. The CHP Academic Success Center recruits' students who have the potential to become experts and professionals in their chosen fields of study; increases student/customer service satisfaction; and assists with student persistence to graduation.

The office is responsible for the academic advisement of students in the health professions, including nursing and allied health; assisting current students with registration issues; facilitation of the entrance examination for the undergraduate nursing program; hosting regional and national employers to the annual CSU Spring Career Fair to meet and hire CSU students into various careers; and assisting with the marketing and advertising of CHP programs. Working directly with the CHP Academic Success Center, the Master of Science in Health Information Management degree program expects to attract the majority of students who are interested in the non-clinical aspects of the healthcare profession. CSU CHP offers the only accredited Bachelor of Science degree in Health Information Management. Each year 20% - 25% of our graduates enroll in master's degree programs. This program will facilitate a smooth transition into graduate studies upon completion of the bachelor's in HIM. The program also promotes life-long learning, increased enrollment and will appeal to the second-degree seeking student, graduates of the Helene Fuld School of Nursing and Health Sciences degree.

O. Relationship to Low Productivity Programs Identified by the Commission:

1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

This new program is not directly related to any identified low productivity programs.

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.

The program will not be offered via distance education.

2. **Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.**

Not applicable