



UNIVERSITY OF
MARYLAND

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OFFICE OF THE PRESIDENT

April 27, 2021

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

Dear Secretary Fielder:

I am writing to request approval for a substantial modification to our existing Master of Public Health program by adding an Area of Concentration in Health Care Management. The proposal for the substantial modification is attached. I am also submitting this proposal to the University System of Maryland for approval.

The proposal was endorsed by the appropriate faculty and administrative committees. I also endorse this proposal and am pleased to submit it for your approval.

Sincerely,

Darryll J. Pines
President
Glenn L. Martin Professor of Aerospace Engineering

DJP/mdc

cc: Antoinette Coleman, Associate Vice Chancellor for Academic Affairs
Ann Wylie, Senior Vice President and Provost
Boris Lushniak, Dean, School of Public Health



Cover Sheet for In-State Institutions

New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	University of Maryland, College Park
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Each action below requires a separate proposal and cover sheet.

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

Payment <input checked="" type="radio"/> Yes	Payment <input checked="" type="radio"/> R*STARS #	Payment	Date
Submitted: <input type="radio"/> No	Type: <input type="radio"/> Check #	Amount: \$250	Submitted: 04/22/2021

Department Proposing Program	Department of Health Policy and Management		
Degree Level and Degree Type	Master's; Master of Public Health		
Title of Proposed Program	Master of Public Health: Area of Concentration in Health Care Management		
Total Number of Credits	45		
Suggested Codes	HEGIS: 121400.00		CIP: 512201.0000
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (<i>fully online</i>)		
Program Resources	<input type="radio"/> Using Existing Resources		<input type="radio"/> Requiring New Resources
Projected Implementation Date	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year: 2021		
Provide Link to Most Recent Academic Catalog	URL: https://academiccatalog.umd.edu/		

Preferred Contact for this Proposal	Name:	Michael Colson
	Title:	Senior Coordinator for Academic Programs
	Phone:	(301) 405-5626
	Email:	mcolson@umd.edu

President/Chief Executive	Type Name:	Darryll J. Pines
	Signature:	 Date: 04-27-2021
	Date of Approval/Endorsement by Governing Board:	

Revised 1/2021

A. Centrality to the University's Mission and Planning Priorities

Proposal Rationale. This proposal is a reorganization of an existing curriculum, to better align with the expectations of students and of two professional accrediting bodies in the field of Public Health. The University of Maryland, College Park (UMD) School of Public Health and its programs are accredited by the Council on Education for Public Health (CEPH), the primary national accrediting body in this area. The School currently offers a 45-credit Master of Public Health (MPH), with eight concentrations that align with the 2016 requirements of CEPH, including a 14-credit core that meets the expected foundational elements of the degree, followed by specialized material for concentrations within the degree program. The School also offers a Master of Health Administration (MHA), delivered in both a residential and an online format. The MHA currently contains the same foundational elements followed by a more specific curriculum in management, policy, leadership, and finance. This proposal is a request to subsume the existing residential option of the MHA into a concentration in Health Care Management within the MPH, for which the current curriculum is better suited. Once this change is accomplished, the MHA will be offered solely online, and the curriculum will be revised in alignment with national trends that focus on the business aspects of health administration, along with the accreditation criteria of the more relevant organization, the Commission on the Accreditation of Healthcare Management Education (CAHME). The online MHA, once revised, will cater to students who seek a more business-oriented degree, and the new MPH concentration will better serve students who are interested in an MPH degree and want to concentrate in health care administration. The new MPH concentration would remain consistent with UMD's mission to achieve "excellence in teaching, research, and public service within a supportive, respectful and inclusive environment."¹

Program Description. The UMD Master of Public Health degree program offers foundational courses in epidemiology, environmental health, biostatistics, health behaviors and determinants, health policy, and program planning, implementation, and evaluation. Students in the concentration in Health Care Management will also take courses in public health services administration, covering such topics as health economics and analysis, health service information systems, financial management of health organizations, marketing for competitive health service, and health care leadership and communications.

Relation to Strategic Goals. Among UMD's strategic goals for graduate education is to provide advanced education for the professional workforce and to prepare graduate students to be leaders in their fields. As stated in UMD's Strategic Plan, "The University will maintain excellent professional graduate programs that are nationally recognized for their contributions to the practice of the professions, for their forward-looking curricula, and for their spirit of innovation and creativity ... Our Master's and professional doctoral graduates will provide leadership in their fields and will be known for their command of the theories and practices of their chosen disciplines."² The proposed area of concentration will provide students with an understanding of the basic and core principles of public health while also providing a strong knowledge base in health care management and health services delivery systems.

Funding. Since this is just a reorganization of an existing curriculum, no additional funding is required.

¹ University of Maryland, College Park. (August 1, 2018). *Mission statement*. Retrieved June 9, 2020, from <https://svp.umd.edu/sites/default/files/2019-09/Mission-Vision.pdf>.

² University of Maryland, College Park. (May 21, 2008). *Transforming Maryland: Higher expectations. The strategic plan for the University of Maryland*. Retrieved January 9, 2020, from <http://www.provost.umd.edu/SP07/StrategicPlanFinal.pdf>.

Institutional Commitment. UMD's Master of Health Administration was established in 2007, as one of the core educational areas required for an accredited School of Public Health. UMD's School of Public Health was established just a year prior in 2006. The program and the School continue to have the full support of the University.

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

Need. The curriculum serves a regional and statewide need for professionals in health care management. Even before the COVID-19 pandemic, there had been a large and growing interest in health services administration, driven by health care costs, growing health disparities, and human-made and natural disasters. The concentration provides the necessary training in health care services, health care delivery, health services policy, disparities in access to care, and the economics of health services delivery.

State Plan. As noted in strategy 8 of the *Maryland State Plan for Postsecondary Education*, "More than ever, employers seek employees who have the flexibility to understand changing conditions and solve emerging problems."³ As seen in just the last few years, professionals in health care management must contend with political forces, economic forces, social forces, medical, and natural forces. This program will help build leadership skills in health care professionals to contend with these disparate concerns.

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

The MHA program has consistently enrolled approximately 20 students per year over the last decade, and no significant changes in enrollment are expected as a result of this proposed reconfiguration. Medical and health services managers have posted a 3.62% increase between 2018 and 2020 and there were 11,319 professionals in the areas employed in the state in 2020. All occupations in healthcare have seen growth in the state and nationally in the last years and are expected to continue to grow.

D. Reasonableness of Program Duplication

Since the curriculum has existed for 15 years as the MHA program with steady enrollments, reconfiguring it as a concentration within our existing Master of Public Health should not result in unreasonable program duplication. At this time we do not anticipate a substantial increase in enrollment.

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

The change in credential should not adversely affect any current program at any of the state of Maryland HBIs, as this in-person program already exists as an MHA and will only be subsumed under the MPH.

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

This program reorganization has provided an opportunity for UMD's Department of Health Policy and Management to reach out to Maryland's HBIs for possible impacts. After those conversations, we conclude that the only impact will be positive, as realigning our curriculum to be within the Master of Public Health will clarify to students the intent of the program and we are not anticipating any significant changes in enrollment.

³ Maryland Higher Education Commission. (2017). *Maryland State Plan for Postsecondary Education: Increasing Student Success with Less Debt, 2017-2021*. (p. 66). Retrieved June 4, 2020 from:
<http://www.mhec.state.md.us/About/Documents/2017.2021%20Maryland%20State%20Plan%20for%20Higher%20Education.pdf>

We reiterate that the curriculum will continue to be delivered in a residential format. The Department of Health Policy and Management looks forward to future collaborations that will be mutually beneficial.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes

Curricular Development. Both the MPH and the existing MHA have a set of six interdisciplinary core courses that cover the foundations of public health: SPHL601, SPHL602, SPHL603, SPHL610, SPHL611, and SPHL620. Both programs also require a 4-credit internship and a 3-credit capstone project. The concentration specific courses include an introduction to health systems and 21 additional credits across three cognate areas in management, policy, and data. The current curriculum is available on the School of Public Health's web site and is included as Appendix A.

Faculty Oversight. The curriculum will continue to be overseen and taught by faculty in the Department of Health Policy and Management. The core courses of the MPH are overseen through a collaboration of all of the academic units within the School. Faculty from the Health Policy and Management department, along with their credentials, are in Appendix B.

Educational Objectives, Learning Outcomes, and Assessment.

Educational Objectives:

The educational objectives of this program is to prepare students to:

1. Manage human resources and health professionals in diverse organizational environments
2. Apply quality and performance improvement concepts to address organizational performance issues
3. Apply organizational theory as well as "systems thinking" for resolving organizational issues
4. Apply management tools to structure, market, position and govern health organizations to achieve optimal performance

Learning outcomes: Upon completing this program, the student will be able to:

1. Have a clear understanding of how health care institutions are managed, and what it is like to be in a health care institution in terms of responsibilities, relationships and issues.
2. Identify the main functions of management and demonstrate how to implement them in health care institutions.
3. Show an understanding of the theories of management, and demonstrate how to apply them to health care issues.
4. Understand the role of the health care manager and its relationship to the roles of the governing board, physician staff and nursing staff.
5. Improve professional skills of critical thinking and analysis, written and verbal communication, and clarify personal career plans.

Assessment:

1. SWOT Analysis (Blooms Level 5): Students create a professional development SWOT Analysis and submit a 1-2-page paper explaining what they would do to eliminate any potential weaknesses and threats.
2. Tableau (Bloom's Level 6): This activity is designed to help the students understand the functions of Tableau and to explore how this software application can be a valuable tool for Healthcare Management practitioners. Students are provided with multiple data sets that covers Diagnosis Related Groups (DRGs), Data Mining, Coding Productivity, Strategic Planning, and Fraud/Abuse. The assignment requires analysis, display and visualization to inform decision making.
3. Solcom EDMS (Bloom's Level 3): EDCO Solcom, Inc. Electronic Document Management System (EDMS) includes over 300 scanned images of patient records and provides a flexible resource available for use in coding exercises, chart analysis, general orientation to the forms and indexing in the medical record. In real-world application, students view scanned electronic documents and completed a "scavenger hunt" to locate patient information for analysis.
4. DrChrono EHR System (Bloom's Level 3): DrChrono is an ambulatory-based Electronic Health Record System. In these activities (EHR Schedule, Clinical, Authentication, and registering a Patient) students will navigate through the DrChrono EHR menu functions from the Dashboard to discover some of the data collection processes that can be completed. Much of the functional ability of this menu deals with templates for collecting health information by the clinical users.
5. Exams: Course includes three Exams and a Final Exam.
6. Eight Case Studies (Bloom's Level 6):
 - a. Metro Renal
 - b. Sustaining an Academic Food Science and Nutrition Center Through Management Improvement
 - c. How do we handle a girl like Maria?
 - d. Set up for failure
 - e. Are we culturally aware or not?
 - f. To partner or not to partner with a retail company
 - g. Madison Community Hospital addresses infection prevention
 - h. Who you going to call?

Course requirements. The program requires 45 credits, organized as follows:

Core Requirements for all MPH Concentrations:

- SPHL601 Core Concepts in Public Health (1 Credit)
- SPHL602 Foundations of Epidemiology and Biostatistics (4 Credits)
- SPHL603 Public Health Data Laboratory (1 Credit)
- SPHL620 Leadership, Teams, and Coalitions: Policy to Advocacy (2 Credits)
- SPHL610 Program and Policy Planning, Implementation, and Evaluation (5 Credits)
- SPHL611 Public Health Ethics (1 Credit)

Healthcare Management Concentration Requirements:

- HLSA601 Introduction to Health Systems (3 Credits)
- HLSA710 Healthcare Management: Foundations and Principles (3 Credits)
- HLSA778 Internship in Public Health (4 Credits)
- HLSA786 Capstone Project in Public Health (3 Credits)
- Restricted Electives (18 Credits)

A complete course map and course descriptions are found in Appendix A.

General Education. N/A

Accreditation or Certification Requirements. The program concentration is and will remain accredited by the Council on Education for Public Health (CEPH), like all MPH concentrations.

Other Institutions or Organizations. The program does not contract with another institution or non-collegiate organization.

Student Support. The Department of Health Policy and Management will continue to provide support for admissions, scheduling, registration, billing and payment, graduation, and appeals. Students are also supported through UMD's Graduate School.

Marketing and Admissions Information. Just as with the current residential MHA program, the MPH concentration will continue to be clearly and accurately described in the university website and be marketed at university recruiting events. Current information can be found at <https://sph.umd.edu/department/hlsa/master-health-administration-mha-program-0>.

H. Adequacy of Articulation

N/A

I. Adequacy of Faculty Resources

Program faculty. As has been the case, faculty expertise will continue to be drawn from the Department of Health Policy and Management. Faculty biographies for those who currently teach in the program are in Appendix B.

Faculty training. The university offers numerous opportunities for faculty training and support in the classroom, through the Teaching and Learning Transformation Center (TLTC), workshops by the Office of Faculty Affairs, and by the Division of Information Technology's Learning Technology Design group. Both the TLTC and the Learning Technology Design group also provide workshops and support in pedagogy and technology for the delivery of online components for any courses.

J. Adequacy of Library Resources

The University Libraries are able to meet, with its current resources, the curricular and research needs of the program.

K. Adequacy of Physical Facilities, Infrastructure, and Instructional Resources

The Department of Health Policy and Management's existing facilities, infrastructure, and equipment will continue to be adequate to support this program. All students have access to the UMD email system, its learning management system (ELMS), the University Libraries, and other services offered centrally by the University and the Graduate School.

L. Adequacy of Financial Resources

As the current program already exists with physical facilities, infrastructure, and instructional resources in place, no additional funding is needed for this proposal. Resources for the program will be provided by the Department of Health Policy and Management, which currently offers the program as an MHA. See Tables 1 and 2 for anticipated resources and expenditures. Below is an itemized description.

Resources. Tuition revenue will be used to support the program. Graduate tuition rates are based on approved resident and non-resident rates, on a per-credit basis. No other sources of funding are necessary.

Expenditures. The itemized description below reflects the current operation of the in-person MHA program along with anticipated increases in the costs of salaries, graduate stipends, and benefits over the next five years.

1. Faculty: 2.0 FTE faculty from the Department of Health Policy and Management will continue to be allocated to the program.
2. Administrative Staff: 0.2 FTE of administrative support will continue to be required. This person is already on staff.
3. Support Staff: 0.2 FTE of support staff will continue to be required. Support staff is already in place for the existing program.
4. Graduate Assistants: 1.0 Graduate Assistant will continue to be required.
5. Equipment: Because of the department's current operation of its MHA program, equipment costs for this program are minimal.
6. Library: As indicated in section J, no new library resources are required.
7. New and/or Renovated Space: As indicated in section K, no new space is required. Current space used by existing faculty and staff members who will be operating the program will be sufficient.
8. Other expenses: As is currently required, operational expenses are estimated to be \$30,000 per year.

M. Adequacy of Program Evaluation

The School of Public Health and its programs are reviewed by its professional accreditation organization, the Council on Education for Public Health (CEPH), every seven years. The most recent reaffirmation of accreditation was in 2015, with the next cycle in 2022.

In addition, formal program review is carried out according to the University of Maryland's policy for Periodic Review of Academic Units, which includes a review of the academic programs offered by, and the research and administration of, the academic unit (<http://www.president.umd.edu/policies/2014-i-600a.html>). Faculty within the department are reviewed according to the University's Policy on Periodic Evaluation of Faculty Performance (<http://www.president.umd.edu/policies/2014-ii-120a.html>). Since 2005, the University has used an online course evaluation instrument that standardizes course evaluations across campus. The course evaluation has standard, university-wide questions and also allows for supplemental, specialized questions from the academic unit offering the course.

N. Consistency with Minority Student Achievement goals

The MHA program, which is the basis for the new concentration in Health Care Management, has been very successful at enrolling and graduating minority students. Of the 52 degree recipients in the last five years (2016 to 2020), over half were students of color, and 27% who identified as black or African American. The

demographics are similar across the MPH program so we expect this success to continue as the MHA curriculum is moved into the MPH.

O. Relationship to Low Productivity Programs Identified by the Commission

N/A

P. Adequacy of Distance Education Programs

N/A

Table 1: Expenditures

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	\$266,000	\$273,980	\$282,199	\$290,665	\$299,385
a. #FTE	2.0	2.0	2.0	2.0	2.0
b. Total Salary	\$200,000	\$206,000	\$212,180	\$218,545	\$225,102
c. Total Benefits	\$66,000	\$67,980	\$70,019	\$72,120	\$74,284
2. Admin. Staff (b+c below)	\$18,620	\$19,179	\$19,754	\$20,347	\$20,957
a. #FTE	0.2	0.2	0.2	0.2	0.2
b. Total Salary	\$14,000	\$14,420	\$14,853	\$15,298	\$15,757
c. Total Benefits	\$4,620	\$4,759	\$4,901	\$5,048	\$5,200
3. Total Support Staff (b+c below)	\$13,300	\$13,699	\$14,110	\$14,533	\$14,969
a. #FTE	0.2	0.2	0.2	0.2	0.2
b. Total Salary	\$10,000	\$10,300	\$10,609	\$10,927	\$11,255
c. Total Benefits	\$3,300	\$3,399	\$3,501	\$3,606	\$3,714
4. Graduate Assistants (b+c)	\$50,479	\$51,994	\$53,553	\$55,160	\$56,815
a. #FTE	1.0	1.0	1.0	1.0	1.0
b. Stipend	\$23,431	\$24,134	\$24,858	\$25,604	\$26,372
c. Tuition Remission	\$19,316	\$19,895	\$20,492	\$21,107	\$21,740
d. Benefits	\$7,732	\$7,964	\$8,203	\$8,449	\$8,703
5. Equipment	\$0	\$0	\$0	\$0	\$0
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses: Operational Expenses	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
TOTAL (Add 1 - 8)	\$378,399	\$388,851	\$399,617	\$410,705	\$422,126

Table 2: Resources

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds		\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue (c+g below)	\$414,074	\$417,646	\$421,325	\$425,115	\$429,018
a. #FT Students	15	15	15	15	15
b. Annual Tuition/Fee Rate	\$22,532	\$22,745	\$22,964	\$23,189	\$23,421
c. Annual FT Revenue (a x b)	\$337,986	\$341,172	\$344,453	\$347,833	\$351,314
d. # PT Students	5	5	5	5	5
e. Credit Hour Rate	\$951.10	\$955.93	\$960.90	\$966.02	\$971.29
f. Annual Credit Hours	16	16	16	16	16
g. Total Part Time Revenue (d x e x f)	\$76,088	\$76,474	\$76,872	\$77,282	\$77,704
3. Grants, Contracts, & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 4)	\$414,074	\$417,646	\$421,325	\$425,115	\$429,018

Full-time tuition revenue is based on a mix of resident and non-resident graduate full-time rates. Part-time revenue is based on a flat rate for planning purposes.

Appendix A: Required Courses

SPHL601 Core Concepts in Public Health (1 Credit)

Introduces students to the history, functions, systems, policies, and models of public health practice in the United States and globally. The course offers seminars, interactive activities, and assessments aimed at establishing a baseline understanding of public health necessary for higher level and integrative learning in subsequent public health courses.

SPHL602 Foundations of Epidemiology and Biostatistics (4 Credits)

An introduction to conceptual and practical tools from epidemiology and biostatistics that are necessary for the study of public health problems. Students learn epidemiologic concepts and methods, and basic statistical concepts and procedures used in public health research through applications, hands-on experience, and interpretations of statistical findings.

SPHL603 Public Health Data Laboratory (1 Credit)

An introduction to the statistical software necessary to implement the epidemiology and biostatistics concepts covered in the course EPIB 602, Foundations of Epidemiology and Biostatistics through hands-on exercises.

SPHL610 Program and Policy Planning, Implementation, and Evaluation (5 Credits)

This second course in the MPH/MHA integrated core sequence will prepare students to engage in the important tasks of assessing population and patient needs, implementing and evaluating culturally appropriate public health programs, policies, and interventions, and pursuing appropriate resources to support activities through the policy process and via effective use of power in the face of competing interests. The course will be a mix of individual and team-based assignments based upon an existing or newly identified problem, in addition to case studies, interactive simulations, and applied writing assignments.

SPHL611 Public Health Ethics (1 Credit)

Overview and discussion of ethical issues that face public health practitioners.

SPHL620 Leadership, Teams, and Coalitions: Policy to Advocacy (2 Credits)

Students learn team building, leadership, and advocacy skills through the development and presentation of a policy brief on an urgent public health issue. The class will use a combination of brief lectures, discussions, and planned activities on how to develop a policy briefing. Students will have an inter-professional experience during which they will discuss possible approaches to developing policies on their public health issues while practicing team building skills. Class will culminate with presentation of policy briefs through a persuasive advocacy speech.

HLSA601 Introduction to Health Systems (3 Credits)

Management and leadership skills for effective public health planning, organization, management and administration. Emphasis is on the role of institutions in learning and behavioral change process, organizational theory, administration management, and coordinating provision of community health services.

HLSA778 Internship in Public Health (1-4 Credits)

Internship providing an opportunity to apply previously acquired knowledge and skills in a health or allied health organization. Setting of the internship will depend upon the student's background and career goals.

HLSA786 Capstone Project in Public Health (3 Credits)

Capstone experience providing opportunity to apply knowledge and skills to a specific public health problem or issue. Completion of project relevant to public health under the direction of an advisor.

Appendix B: Faculty

The core courses of the MPH are overseen through a collaboration of all of the academic units within the School. Faculty from the Health Policy and Management department, listed below, teach the concentration courses: assignments vary each semester.

Name	Highest Degree Earned, Field & Institution	Rank & Status
Franzini, Luisa	Ph.D., Economics, London School of Economics	Professor & Chair, Full-Time
Sehgal, Neil	Ph.D., Health Services and Policy Analysis, University of California, Berkeley (also M.P.H, Health Policy & Management, UCLA)	Assistant Professor, Full-Time
Seale, Melvin	Ph.D., Health Sciences, A.T. Still University	Assistant Professor, Full-Time
Roby, Dylan	Ph.D., Public Policy, The George Washington University	Associate Professor, Full-Time
White, Kellee	Ph.D., Epidemiology, Columbia University's Mailman School of Public Health	Associate Professor, Full-Time
Michel Boudreaux	Ph.D., Health Services Research, Policy, and Administration, University of Minnesota.	Associate Professor, Full-Time