————— ACADEMIC AFFAIRS —————

STEVENSON
U N I V E R S I T Y
Executive Vice President

1525 Greenspring Valley Road
Stevenson, Maryland 21153

22 October 2021

James D. Fielder, Jr., Ph.D.
Secretary of Higher Education
Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor
Baltimore, Maryland 21201

Dear Dr. Fielder:

On behalf of President Elliot Hirshman and Stevenson University, I am pleased to submit the enclosed proposal to add a Bachelor of Science degree program in **Healthcare Management**. The proposal has been approved by all of the necessary internal constituencies at Stevenson University, including the Deans' Council, the Faculty Council, President Elliot Hirshman, and our Board of Trustees.

In compliance with MHEC's request, we are submitting this cover letter and the proposal as PDF attachments to an e-mail message. We have also submitted under separate cover the required filing fee in accordance with MHEC procedures.

Please contact me at 443-334-2205 or at sgorman@stevenson.edu if you have questions. Thank you for consideration of our proposal.

Sincerely,

Susan Thompson Gorman, Ph.D.
Executive Vice President and Provost
Stevenson University
443-334-2205
sgorman@stevenson.edu

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

Institution Submitting Proposal	Stevenson 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: 10-01-21

Department Proposing Program	School of Business and Leadership	
Degree Level and Degree Type	Bachelor of Science	
Title of Proposed Program	Healthcare Management	
Total Number of Credits	120	
Suggested Codes	HEGIS: 1202.00	CIP: 51.0701
Program Modality	⦿ On-campus	◯ Distance Education (*fully online*)
Program Resources	⦿ Using Existing Resources	◯ Requiring New Resources
Projected Implementation Date	⦿ Fall ◯ Spring ◯ Summer	Year: 2022
Provide Link to Most Recent Academic Catalog	URL: https://www.stevenson.edu/academics/catalog/	

Preferred Contact for this Proposal	Name:	Dr. Susan T. Gorman
	Title:	EVPAA and Provost
	Phone:	4433342205
	Email:	sgorman@stevenson.edu

President/Chief Executive	Type Name:	Dr. Elliot Hirshman	
	Signature:	*Elliot Hirsh*	Date: 10/21/2021
	Date of Approval/Endorsement by Governing Board:		10/20/21

Revised 1/2021

Stevenson University

Proposal for a New Academic Program

Bachelor of Science
Healthcare Management

A. Centrality to Institutional Mission and Planning Priorities:
1. **Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.**

Program Description

The Bachelor of Science in Healthcare Management (HCM) prepares students for careers in the administrative and business sides of healthcare. The proposed Stevenson University program draws on the institution's strength in healthcare programs and business programs to provide an interdisciplinary curriculum specifically designed to prepare students to meet the growing local and national employment needs in this field. Careers in healthcare management include budget analyst, benefits administrator, account coordinator, compliance specialist, and patient advocate, among many others. Employers include health insurance corporations, hospitals and medical centers, physician practices, ambulatory care centers, and long-term care facilities.

The Bachelor of Science in Healthcare Management (HCM) major will give graduates the knowledge, skills, critical thinking ability, and technological competencies that are essential to be successful in healthcare management and administration, conducting research, communicating effectively, and analyzing and interpreting healthcare data that impact the delivery of healthcare services. The healthcare management major provides a strong foundation in healthcare management and administration and includes courses in accounting, healthcare finance, healthcare management, healthcare marketing, health economics, healthcare information systems, healthcare regulations ethics, and healthcare law. Theoretical concepts reviewed in the classroom are applied to real world healthcare management problems via case study analyses, teamwork, internships, and other integrative exercises.

At Stevenson, the Division of Academic Affairs works to promote academic excellence, extraordinary experiences, warm community, and career connections that well prepare graduates "for learning and for living." These values underpin all academic programs and related academic services (e.g. library, career services, student success, Zirkin Center for Excellence in Teaching and Learning). Stevenson University has a robust Career Connection Center, housed within Academic Affairs, with targeted advising, professional development opportunities, and support programs in place for students. These programs, in collaboration with the Brown School of Business and Leadership, will be further expanded to support the specific needs of the students in the proposed program. In addition, the Office of Student Success provides support through the

first-year Student Success Coach Program, First-Year Experience program, Foundational Studies Team, Academic Link Tutoring Center, and programs such as Academic Early Alert, which are overseen by the Director of Student Academic Support.

Relationship to the Institution's Approved Mission

The proposed bachelor's in Healthcare Management is in keeping with the University's strategic goals and is an institutional priority. The program has received the full support of all stakeholders, including, but not limited to, the Faculty Council, Deans' Council, Cabinet, Provost, President, and Board of Trustees.

The HCM program aligns with Stevenson University's Mission, which appears below:

> The University is an innovative, coeducational, independent institution offering undergraduate and graduate students a career-focused education marked by individualized attention, civility, and respect for difference. The University blends the liberal arts with career exploration and planning, complementing a traditional education with applied learning beyond the classroom. The University meets students where they are and supports and challenges them to become reflective and accomplished individuals committed to a lifetime of learning and contribution. Students graduate with the competence and confidence needed to address creatively the opportunities and problems facing their communities, the nation, and the world.

Specifically, as an applied, career-focused program, the proposed HCM degree reflects Stevenson's mission of blending the liberal arts with career preparation and providing students with opportunities to learn beyond the classroom. As demonstrated below, the practical application of knowledge through a required internship and professional preparation courses that is a central feature of all SU undergraduate programs is also reflected in the HCM curriculum with a 6-credit internship juxtaposed with a 3-credit professional preparation course in the senior year. In addition, the program provides students with a strong grounding in theory and research in alignment with the institution's commitment to liberal arts and lifelong learning. The proposed curriculum also includes courses—HCM 310: Theories and Practice of Healthcare Management, HCM 208: Healthcare Ethics and Law, CHS 220: Diversity and Cultural Competence, CMH 210: Introduction to Community Health, and HCM 312: Managing Healthcare Personnel—that explicitly address diversity and inclusion and prepare students to work with diverse populations in a range of healthcare settings. This curricular component reflects the institutional mission of upholding civility and respect for difference as discussed further below. Finally, developing this program enables SU to be responsive to the local and national workforce demand in the areas of healthcare management and administration, thereby preparing our students to serve their communities.

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

Our Roots, Our Future: The Strategic Plan for Stevenson University was launched in January 2021. Developed through a collaborative and inclusive strategic planning process, this Strategic Plan positions the University to move forward and address the challenges currently facing higher education while also recognizing and remaining rooted in historic strengths and preserving the institutional priorities of serving our students and community. Strategic Plan Goal II: Develop Our Academic Programs includes the following initiative, which directly affirms the development of this new program as an institutional priority:

- Explore the prospects for new undergraduate academic majors that build on our tradition of career preparation in areas including, but not limited to, allied health, entrepreneurship, environmental policy, finance, and sustainability studies.

Institutional support for developing this new program is also demonstrated in Strategic Plan Goal VI: Focus on Students' Career and Professional Development, which includes the following initiative:

- Develop academic programs with specific career pathways.

The proposed HCM program is well-aligned with both of these goals in that it will expand SU's ability to offer strong career-focused programs in the areas of healthcare and business. Moreover, it is an undergraduate degree that has a wide variety of specific career pathways that are accessible to students with a bachelor's degree and provide opportunities for advancement. Examples of direct care setting career paths include hospitals and medical centers, physician practices, ambulatory care centers, assisted living facilities, residential treatment programs, addiction and recovery services, wellness centers, and long-term care facilities. Indirect care settings include non-profit organizations and societies; accrediting organizations; auditing and consulting firms; medical suppliers; biomedical and pharmaceutical firms; revenue recovery and billing firms; managed care organizations/insurance corporations; and local, state, and federal healthcare agencies.

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

The proposed Healthcare Management program will build on the strength of the University's undergraduate programs in business and health sciences as well as create an additional pipeline through which students can enter the M.S. in Healthcare Management program. Beginning in FY 22, funds have been dedicated to the development of this program, and start-up expenses have been staggered throughout the initial years of student enrollment in the program. Additional information and details appear in Section L.

4. **Provide a description of the institution's commitment to:**
    a) **ongoing administrative, financial, and technical support of the proposed program**

The proposed program will be housed in the Brown School of Business and Leadership and led by the Program Coordinator who planned, organized, implemented, and currently oversees the M.S. in Healthcare Management. Following program approval and implementation, a second full-time faculty member will be hired to support the program. Existing space, infrastructure, technology, and administrative staffing at both the University and School levels, are sufficient to support the needs of this new program.

> **b) continuation of the program for a period of time sufficient to allow enrolled students to complete the program.**

Stevenson University anticipates continuation of this degree program beyond the time needed for students to complete. The University is committed to the success of its students and provides support services to ensure timely progression, such as high-touch advising and subject-specific tutoring. In addition, as described in the Strategic Plan, the University is invested in the proposed addition of new undergraduate degree programs and the opportunities such programs provide to enhance the academic offerings of the institution.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:
1. **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:**
   a) **The need for the advancement and evolution of knowledge**
   b) **Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education**
   c) **The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs**
2. **Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.**

Stevenson University's proposed HCM program aligns with several strategies outlined in the *2017-2021 Maryland State Plan for Postsecondary Education*.[1] The program is designed to build on Stevenson's history of distinction in career-focused education, and every student will be required to complete at least one internship for academic credit. Career preparation is integrated into the curriculum through visits to local healthcare sites; engagement with leaders in the field; shadowing and guest lectureships; memberships in and connections with healthcare professional organizations, such as the Healthcare Financial Management Association (HFMA), the Project Management Institute (PMI), the Maryland Association of Health Care Executives (MAHCE), and the Medical Group Management Association (MGMA); and a course in Professional Skills Development to prepare students for internships and job interviews. The integration of career preparation into the curriculum and development of strategies for students to engage with the profession outside of the classroom aligns with Success Goal Strategy 7: "Enhance career

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[1] The *2017-2021 Maryland State Plan for Postsecondary Education* is available: https://mhec.state.md.us/About/Pages/2017StatePlanforPostsecondaryEducation.aspx (accessed 22 September 2021).

advising and planning services and integrate them explicitly into academic advising and planning" as well as Innovation Goal Strategy 8: "Develop new partnerships between colleges and businesses to support and improve workforce readiness."

In addition to the required internship course (HCM 417) and career-preparation course (HCM 400), career advising is implemented through a collaboration between program faculty and the full-time professional staff member assigned as Career Advisor to the Brown School of Business and Leadership. Beginning in their First Year Seminar class, students have the opportunity to meet and work with the Career Advisor through both formal scheduled appointments, which may include resume review or mock interviews, and informal drop-in hours. In addition, the Career Advisor hosts focused events each semester under the aegis of the Career Connection Center on a range of general and discipline-specific topics, such as using online resources to find jobs and internships and preparing a professional online presence (e.g. LinkedIn) to support a job search.

The collaboration between the Career Connection Center and the program faculty is also essential for addressing Strategy 8. Stevenson has many strong partnerships in place with healthcare organizations—including Johns Hopkins University, Kennedy Krieger Institute, and Mt. Washington Pediatric Hospital, the Maryland Department of Health Prevention and Health Promotion Administration among others—as both internship sites and employers for students in our undergraduate programs in Biology, Nursing, Medical Laboratory Sciences, and Counseling and Human Services. Expanding these partnerships to move beyond patient-focused care to the business side of the organizations will be a natural next step and will help the University "support and improve workforce readiness" in this growing market.

Finally, the proposed program supports Success Goal Strategy 6: "Improve the student experience by providing better options and services that are designed to facilitate prompt completion of degree requirements," which is focused on maximizing statewide transfer and creating efficient pathways to degree. As noted below in Section H, the proposed program will participate in Stevenson's current block transfer and articulation agreement programs. In addition, the undergraduate curriculum has been built to facilitate seamless progression into the existing M.S. in Healthcare Management program, enabling students to complete both degrees in five years. This 4+1 pathway to the M.S. in Healthcare Management is currently in place with several SU undergraduate programs, including Counseling and Human Services and Business Administration, and HCM advisors will work with students to ensure that they understand and can take advantage of this opportunity.

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.**

In the field of Healthcare Management, a bachelor's degree will provide access to a range of entry-level jobs with advancement opportunities. Those working in Healthcare Management are employed in the following sectors.

Table 1. Employers by Sector[2]

Sector	Percentage of HCM Jobs
Hospitals; state, local, and private	33%
Offices of physicians	12%
Nursing and residential care facilities	10%
Government	8%
Outpatient care centers	7%

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

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.**

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

National

The Bureau of Labor Statistics (BLS) employment category that corresponds to the outcome of the HCM program is "Medical and Health Services Managers." According to the Bureau of Labor Statistics, both nationally and locally, the employment projections in this field are strong (32%) and expected to exceed the national average (7.7%).

Table 2. National Employment Projections: Medical and Health Services Managers[3]

Occupational Title	SOC Code	Employment, 2020	Projected Employment, 2030	Change, 2020-2030	
				Percent	Numeric
Medical and Health Services Managers	11-9111	429,800	569,400	32	139,600

Maryland

Within the state of Maryland, as demonstrated in Table 3, the long-term occupational projections for Medical and Health Services Managers show an increase of 22.15% from 2018 to 2028. Within Maryland, bachelor's and master's programs in the field graduate an average of 734 students per year (Table 5). The average number of annual job openings in the state is 1,750, which significantly exceeds the number of graduates in the field at both the bachelor's and master's level.[4]

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[2] U.S. Bureau of Labor Statistics, Occupational Outlook Handbook: https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm#tab-3 (accessed 13 September 2021).

[3] U.S. Bureau of Labor Statistics, Job Outlook. https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm#tab-6 (accessed 13 September 2021).

[4] Projections Central, Long Term Occupational Projections. Maryland. https://projectionscentral.org/Projections/LongTerm?AreaName=&AreaNameSelect%5B%5D=24&Name=&NameSelect%5B%5D=483&items_per_page=10 (accessed 21 October 2021).

Table 3. Maryland Employment Projections: Medical and Health Services Managers, 2018-2028[5]

Occupation	2018	2028	Numeric Change	% Change
Medical & Health Services Managers	12,982	15,858	2,876	22.15%

Region

Within Pennsylvania, Delaware, and Washington D.C. (Table 4), the long-term occupational projections for healthcare administrators show an increase of 19.7% (PA), 18.5% (DE) and 9.7% (DC) from 2018 to 2028.

Table 4. DE, DC, and PA Employment Projections: Medical and Health Services Managers: 2018-2028[6]

Area	Title	Base Year Employment	Projected Year Employment	Numeric Change	Percent Change	Average Annual Openings
Delaware	Medical and Health Services Managers	1,080	1,280	200	18.5	110
District of Columbia	Medical and Health Services Managers	1,860	2,040	180	9.7	170
Pennsylvania	Medical and Health Services Managers	14,890	17,820	2,930	19.7	1,590

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[5] Maryland Department of Labor Long-Term Occupational Projections.
https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml (accessed 14 October 2021).
[6] Projections Central, Long Term Occupational Projections.
https://projectionscentral.org/Projections/LongTerm?AreaName=&AreaNameSelect%5B%5D=10&AreaNameSelect%5B%5D=11&AreaNameSelect%5B%5D=42&Name=&NameSelect%5B%5D=483&items_per_page=10
(accessed 13 September 2021).

Table 5. Bachelor's and Master's programs in Healthcare Management or Related Fields and number of graduates, MD: 2016-2019[7]

Institution Name	Degree Title and Type	2016	2017	2018	2019
Johns Hopkins University	Health Care Management, M.S.	96	98	99	173
Mt. St. Mary's University	Health Administration, M.H.S.	25	23	17	18
Stevenson University	Healthcare Management, M.S.	12	13	9	13
Towson University	Health Care Management, B.S.	115	104	104	99
Towson University	Health Science, M.S.	24	31	20	26
University of Baltimore	Health Services Administration, B.S.	47	69	49	48
University of Baltimore	Health Administration, M.S.	19	40	33	36
University of Maryland Global Campus	Health Services Management, B.S.	97	161	190	229
University of Maryland Global Campus	Healthcare Administration, M.S.	148	182	206	212
Washington Adventist University	Health Care Administration, B.S.	21	13	5	10
TOTAL		**604**	**734**	**732**	**864**

Table 6. Projected Enrollment and Graduation, Stevenson University HCM Program 2022-2028

	Year 1 2022-2023	Year 2 2023-2024	Year 3 2024-2025	Year 4 2025-2026	Year 5 2026-2027	Year 6 2027-2028
Projected Enrollment	4	9	14	20	26	29
Projected Graduates	-	-	-	2	4	6

Even adding Stevenson's modest number of graduates to the total, there is still a considerable gap between the projected number of available jobs and the supply of appropriately prepared graduates in Maryland and the region.

The data presented in the tables above were taken from the National Bureau of Labor Statistics and IPEDS resources. To gain additional information, a program development and review report was sought from EMSI (Economic Modeling Specialists International).[8] Using a review period of September 2020 to August 2021, the report found 284,086 total job postings, of which 62,506 were unique. The median job posting duration was 29 days, which matches the regional average,

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[7] U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics (accessed 1 September 2021). CIP Codes used include those under the categories of Health Services/Health Sciences General (51.0000), Health and Medical Administrative Services (51.0701), and Public Health – Health Services Administration (51.2211).

[8] EMSI Labor Market Data: https://www.economicmodeling.com/ (report completed 24 September 2021 and available upon request).

and the posting intensity was 5:1, for every 5 postings, there was 1 unique job. This also matches the regional average. Business skills, including auditing, strategic planning, project management, and finance were identified as the top hard skills appearing in job postings, and these are all incorporated into the proposed program courses. The top common skills were communications, management, leadership, and operations, which are also met through the proposed program curriculum in required general education and major courses.

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.**

Details on similar programs in the state appear in Table 7 below. The proposed program's curriculum will focus specifically on the business aspects of healthcare management, building on the suite of programs in the Brown School of Business and Leadership that are accredited by the International Accreditation Council for Business Education (IACBE). Programs accredited by IACBE must have a minimum of 50% of their coursework in the traditional areas of business education. The proposed program will exceed that threshold, distinguishing it from similar programs in the State and geographical area (See Table 7). Once the proposed program graduates a cohort of students, it will be eligible to be accredited by IACBE. The proposed program differs from the other programs in the State and/or same geographical area with respect to IACBE accreditation, focus, and populations served. Two of the programs listed in Table 7 are generalist programs, which prepare graduates for a variety of positions across the continuum of healthcare settings. Public Affairs and Public Health focused program graduates are more likely to be placed in local, state, or federal government positions. Graduates of the proposed SU program will be most likely to work in the business departments and divisions of any direct or indirect healthcare setting, with job titles such as budget analyst, benefits administrator, account coordinator, and compliance manager.

The proposed program will also include pathways to graduate study. Upon program approval, the department will develop two pathways for students to seamlessly transition from undergraduate to graduate study. The first will be a 4 +1 option on the model currently in place for the M.S. in Healthcare Management through which students in good academic standing declare an interest in continuing to the M.S. program in their junior year and can begin taking graduate courses while they finish their undergraduate degree. The second pathway would allow students to apply to a five-year program at the point of admission to the University and complete a tailored pathway through both the bachelor's and master's programs. As demonstrated in Section G, the program curriculum has been created to be flexible with 27 credits of electives to allow students to personalize their degree path to best meet their academic and professional goals.

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

Maryland's unique healthcare payment and regulatory system requires a firm grounding in law, ethics, and best practices in business management to enable healthcare providers to continue to serve their populations. Housed in an IACBE Accredited School of Business, the proposed program will provide state and geographical employers with graduates who have a

comprehensive understanding of the unique business of healthcare. Graduates of the proposed program will have the ability to apply their classroom knowledge to the challenge of balancing costs, quality, and access to healthcare.

Table 7. Proposed HCM Program Compared to Similar Programs in the State of Maryland

University	Degree	HCM Program IACBE Accredited	Focus	Student Population and Format
Stevenson University (Proposed)	BS, Healthcare Management	Planned; Eligible upon graduating one set of graduates.	Business, Finance, Strategic planning	Traditional, Face to Face
Towson University	BS, Health Care Management	No	Generalist degree; offers Long-term Care Track	Traditional, Face to Face
University of Baltimore	BS, Health Management	No	Public Affairs, Health Systems	Hybrid: Working adults; Weekends, Transfer students only
University of Maryland Global Campus	BS, Health Services Management	No	Generalist degree	Online; Entry-level and midcareer professionals.
Washington Adventist University	BS, Health Care Administration	No	Generalist degree	Online, face-to-face, and/or hybrid. Working adults with healthcare experience.

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.

None of Maryland's Historically Black Institutions offers an undergraduate degree program in Healthcare Management.

Coppin State University offers a Bachelor of Science degree in Health Information Management (HIM), which is a data and information technology focused program. The HIM program, housed in the College of Health Professions alongside programs in Nursing and Health Sciences, is described as follows:

> Health information management (HIM) is the study and practice of how we use data to provide and improve quality patient care. In our increasingly digital society, data management needs are also increasing. By studying HIM, you'll build skills in business,

economics, operations, scientific inquiry, and technology—allowing you to navigate the complexity of any healthcare organization.[9]

While Coppin's program and Stevenson's proposed program prepare students to work in healthcare professions outside the realm of direct patient care, the focus and design of the program at Coppin is substantially different from the proposed SU program in the following specific ways (Table 8).

Table 8. Program Characteristics: Coppin State University HCI, Stevenson University HCM

	Coppin State University: Healthcare Information Management	Stevenson University: Healthcare Management (proposed)
Program Focus	Data analytics and informatics, technology, provide data and reports to healthcare administrators.	Business processes and management; use data and reports from health information managers to support business decisions.
Required Internship	No	Yes
Program Core Areas	Health Sciences, Biology, Medical Terminology and Classification Systems	Healthcare Management, Program Planning and Evaluation, Finance, Economics, Accounting
Accreditation	Commission on Accreditation for Health Informatics and Management Education[10]	IACBE (planned)

With these significant and clear differences between the two programs, Stevenson's proposed program will not adversely impact Coppin State University's program in Healthcare Information Management. To the contrary, graduates of these two programs will be able to serve the needs of the marketplace in ways that complement one another. Coppin State University students learn how to analyze and provide data and reports to healthcare administrators to improve patient care. Students in the proposed Stevenson University program will learn to how to interpret and utilize the data and reports provided to them by health information professionals to make informed business decisions.

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.

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[9] Coppin State University. Health Information Management. https://www.coppin.edu/academics/health-information-management (accessed 23 September 2021).
[10] The Commission on Accreditation for Health Informatics and Management Education accredits programs in Health Informatics and Health Information Management: https://www.cahiim.org/ (accessed 21 September 2021).

Stevenson University fully and respectfully acknowledges the historical and current effects of discrimination that have had a negative impact on academic program development at Maryland's Historically Black Institutions. We therefore recognize and embrace the critical importance of the program review process as a means to ensure equity of opportunity and to prevent adverse effects on Historically Black Institutions.

The Coppin State University (CSU) Mission Statement[11] reads as follows:

> 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.

Both Stevenson and Coppin are committed to meeting students where they are. While Coppin's Mission emphasizes the "leadership, social responsibility…and economic development" for a "multi-generational student population," Stevenson's Mission (cited in its entirety on page 1 of this proposal) emphasizes career-focused academic programs that center applied learning and blend the liberal arts with career exploration and planning. In further contrast, Stevenson is a small, private institution located in northwest Baltimore County serving primarily traditional-aged students in its campus-based programs.

The institutions have distinctly different institutional missions and Stevenson's proposed HCM program is a complement, not a competitor, to Coppin's HIM program. The proposed program in Healthcare Management will not adversely affect the extant program at Coppin State University, nor will it adversely impact CSU's uniqueness, institutional identity, or mission.

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.

Based on Stevenson University's experience with the M.S. in Healthcare Management Program and its 100% job placement rate, it was evident there is a strong demand for well-prepared graduates for the business of healthcare in the State and geographical area. The proposed program will focus on best practices in business management that enable healthcare organizations to survive and thrive in a dynamic environment.

Courses in the HCM program will be taught by existing full-time faculty in the Brown School of Business and Leadership. All full-time faculty have a Master's degree or doctorate in an appropriate field and have professional experience in the fields of healthcare and/or business. Adjunct faculty in the School of Business as well as full-time and/or adjunct faculty in the School of Nursing and Health Professions holding appropriate degrees may also teach on an as-needed basis. The program will be overseen by Sharon B. Buchbinder, RN, Ph.D., Professor and

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[11] CSU Mission and Goals Statement: https://www.coppin.edu/about/divisions/division-administration-and-finance/office-planning-and-assessment/csu-mission-and (accessed 22 October 2021).

Program Director of the M.S. in Healthcare Management Program and Coordinator for the online B.S. in Business Administration for at Stevenson University. Dr. Buchbinder is an internationally recognized authority on healthcare management. With a Ph.D. in public health from the University of Illinois School of Public Health, she brings a blend of real-world experience and theoretical constructs to undergraduate and graduate classrooms, where she is constantly reminded of how important good teaching really is. She is past chair of the Board of the Association of University Programs in Health Administration (AUPHA) and is the author of seven books in the field of healthcare management, including her best-selling text, *Introduction to Health Care Management*, currently in its fourth edition. Upon program approval, a full-time faculty member will be hired to begin in FY23, and a second full-time faculty member specializing in Healthcare Management is planned for FY25 as enrollment warrants.

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

The educational objectives and learning outcomes have been prepared to align with the requirements of the International Accreditation Council for Business Education (IACBE), as well as the Healthcare Leadership Alliance (HLA) Competency Framework.[12] The HLA Competency Framework identifies the expertise needed for effective management across a broad spectrum of healthcare management roles and is a nationally recognized standard for assessment of learning outcomes for both undergraduate and graduate healthcare management programs.[13]

Educational Objectives

Graduates of the Healthcare Management program will:

1. Demonstrate knowledge of the functional areas of healthcare management affecting the conduct and structure of healthcare organizations.
2. Formulate healthcare management solutions, both independently and in teams.
3. Communicate healthcare management information to specific audiences in varied formats.
4. Analyze regulatory, legal, and ethical issues and practices that impact the delivery of healthcare services.
5. Demonstrate personal and professional ethics, cultural competency, the ability to work effectively with diverse populations, and related professional competencies required for healthcare management careers.

Learning Outcomes
By the end of the Healthcare Management Program, students will be able to demonstrate the following learning outcomes across five domains. These outcomes will be achieved at the course level in required program courses.

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[12] International Accreditation Council for Business Education. Mission Driven Accreditation. https://iacbe.org/accreditation/ (accessed 25 September 2021).
[13] Healthcare Leadership Alliance. Healthcare Competency Framework. http://www.healthcareleadershipalliance.org/directory.htm (accessed 25 September 2021).

Communication and Relationship Management
- Interpersonal Communication: Build collaborative relationships
- Presentation Skills: Demonstrate effective oral communication and presentation skills
- Working in Teams: Create, participate in, and lead teams
- Writing Skills: Prepare effective written and business communications

Leadership
- Ability for Honest Self-assessment: Demonstrate reflection through self-assessment
- Systems Thinking: Make broad systems connections; understand potential impacts and consequences of decisions in a wide variety of situations

Professionalism
- Personal and Professional Ethics: Adhere to ethical personal and business principles; exhibit ethical behaviors
- Professional & Community Contribution: Participate in community service; balance professional and personal pursuits
- Cultural Competency: Recognize cultural differences and treat everyone with dignity and respect

Knowledge of the Healthcare Environment
- Healthcare Issues and Trends: Demonstrate a broad knowledge of the healthcare industry and trends involved in provision, coverage, and access to care
- Standards & Regulations: Identify standards, laws, regulatory and accreditation criteria applicable to healthcare organizations
- Population health and status assessment: Identify basic theory, concepts and models of health promotion, disease causation and prevention; analyze trends using primary and/or secondary community and health status data
- Healthcare Personnel: Define and assess clinical and nonclinical roles and practice; related to human resources management in healthcare

Business Knowledge and Skills
- Health Economics: Analyze and apply economic theory and concepts to business decisions
- Organizational Dynamics and Governance: Apply organizational theory and behavior to develop, assess, design or redesign healthcare organizations
- Problem-solving and Decision-making: Formulate questions and apply models to address issues and problems
- Time Management: Develop the ability to balance multiple tasks and responsibilities; set and meet deadlines
- Financial Management: Develop the ability to compile and analyze financial data; develop capital, operating and cash flow budgets; analyze investment data; pro forma development
- Strategic Planning: Perform environmental analysis; discern competitive strategy; formulate business strategy based on evidence

- Information Management/Understanding and Using Technology Skills: Apply techniques and methods to plan, design, implement and assess information flow and communication
- Risk Management: Asses risk exposure; apply methods to ensure patient and staff safety; resolve ethical and legal issues
- Quantitative Skills: Analyze data and interpret quantitative information
- Legal principles development, application and assessment: Analyze managerial issues related to the law governing healthcare; compliance; fiduciary responsibility
- Marketing: Analyze and assess markets, market segmentation, strategy, change and innovation
- Quality Improvement/Performance Improvement: Define and assess quality and performance
- Planning and Managing Projects: Design, plan, implement and assess projects related to performance, structure and outcomes of health services
- Health policy formulation, implementation and evaluation: Identify policy issues and key stakeholders; design and evaluate policy strategies
- Human Resources: Apply methods and techniques related to the management of healthcare organization employees and professional staff

3. **Explain how the institution will:**
   a) **provide for assessment of student achievement of learning outcomes in the program**
   b) **document student achievement of learning outcomes in the program**

The proposed program will use IACBE methodology and reporting to assess student achievement of learning outcomes. Each assessment measure must be tailored to the goal to be addressed. This process includes creating an assessment plan that evaluates direct and indirect measures of each student learning outcome for each student. The following are some examples of assessment measures adapted from the academic program assessment that was conducted during the 2019-2020 IACBE Self-Study:

- *Direct Measure of Student Learning Outcome (SLO) for All Goals*: At least 70% BS in HCM graduating students will score 75% or higher on the comprehensive exam in the Professional Skills Development course.
- *Direct Measure of SLO for Goal #2,* Formulate healthcare management solutions, both independently and in teams: At least 70% BS in HCM graduating students will score 75% or higher on an individual case studies and on a group case study.
- *Indirect Measure of SLO*: At least 70% of SUO BS in HCM graduating students will indicate that they have "met" or "somewhat met" each of the program SLOs on an exit survey.

In addition to course grades and the direct and indirect student learning outcome measures noted above, the Stevenson University Career Connection Center collects employment data on all graduates by program. In 2019, the average graduate employment proportion across all five

Brown School of Business Leadership IACBE accredited programs was 82% with the highest employment number in the M.S. in HCM program at 100%.

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

Students in the HCM program will meet all general education requirements and program requirements, including the completion of a for-credit internship. The bachelor's program in Healthcare Management will follow all undergraduate program policies outlined in the Stevenson University Catalog.[14]

Table 9. BS in Healthcare Management (HCM) Proposed Curriculum

Course	Credits
General Education Requirements	**28**
FYS 100: First-Year Seminar	1
ENG 150 or ENG 151: College Writing I	3
ENG 152: College Writing II	3
Communication Intensive (CI)	3
Humanities (HUM)	3
Humanities (HUM)	3
Humanities (HUM)	3
Humanities (HUM) Recommend PHIL 215, Ethics	3
Scientific Reasoning (SR)	3
Fine Arts (FA)	3
Program Requirements	**65**
ACC 140: Financial Accounting	3
ACC 141: Managerial Accounting	3
BIO 112: Principles of General Biology or BIO 113: General Biology I (SR-L)+	3
BIO 113L: General Biology Lab (SR-L)+	1
BIO 322: Epidemiology	3
CHS 220: Diversity and Cultural Competence	3
CMH 210: Introduction to Community Health (SS)+	3
EC 201: Principles of Macroeconomics (SS)+	3
EC 202: Principles of Microeconomics	3
EC 355: Health Economics	3
MATH 136: Introduction to Statistics (QL)+	4
MGT 210: Business Writing (WI)+	3
HCM 208: Healthcare Ethics and Law	3
HCM 212: Healthcare Information Systems	3
HCM 310: Theories and Practice of Healthcare Management (WI)+	3
HCM 311: Health Insurance and Managed Care	3
HCM 312: Managing Healthcare Personnel	3
HCM 313: Healthcare Financial Management	3
HCM 314: Healthcare Organizational Behavior	3
HCM 400: Professional Skills Development	3

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[14] Stevenson University Undergraduate Catalog: http://stevenson.smartcatalogiq.com/2020-2021/Undergraduate-Catalog (accessed: 24 September 2021).

HCM 417: Healthcare Management Internship	6
Electives	**27**
Free Electives	27
Total	**120**

*21 credits of general education requirements are filled by Program Requirements
+indicates course fills a general education requirement and a Program Requirement

BS in Healthcare Management (HCM) Course Descriptions
*indicates new course to be developed
+indicates course fills a general education requirement and a Program Requirement

ACC 140 Financial Accounting (3 Credits)
Introduces students to financial accounting, a system which provides information for decision makers external to the business entity, primarily by means of general purpose financial statements. Topics include the elements of financial statements, the application of accounting theory and generally accepted accounting theory and generally accepted accounting principles to business transactions, ethics, and internal controls. Prerequisites: A grade of "C" or better in ENG 150, ENG 151 or ENG 153 (may be taken concurrently). Must be taken either prior to or at the same time as this course. A grade of "C" or better in MATH 005# or by placement in MATH 135 Must be completed prior to taking this course.

ACC 141 Managerial Accounting (3 Credits)
Introduces students to managerial accounting. Students learn how to prepare and use financial information to make internal decisions. Topics include managerial accounting concepts, accounting for manufacturing firms, cost systems, standard costs, segment reporting, profit planning, budgeting, and performance measurement. Prerequisites: A grade of "C" or better in ACC 140 or ACC 215. Must be completed prior to taking this course.

BIO 112: Principles of General Biology (3 Credits) OR BIO 113+
Emphasizes the molecular nature of biology and biological principles that are common to all life. Topics covered relate to the physical and biochemical structure and function of cells and cell processes and genetics. Includes additional instruction on content and study skills. Prerequisite: Eligibility for MATH 135 or higher. Corequisite: BIO 113L.

BIO 113: General Biology I: Cell Biology and Genetics (3 credits) OR BIO 112+
Emphasizes the molecular nature of biology and biological principles that are common to all life. Topics covered relate to the physical and biochemical structure and function of cells and cell processes and genetics. Prerequisite: Eligibility for MATH 135 or higher. Corequisite: BIO 113L

BIO 113L: General Biology Laboratory I: Cell Biology and Genetics (1 credit)+
Introduces experimental methods and techniques used in the biology laboratory. Topics relate to cell structure and function, and skills covered include the scientific method and experimental design, microscope and micropipette use, and aseptic technique. Prerequisite: Eligibility for MATH 135 or higher. Corequisite: BIO 112 or BIO 113.

BIO 322 Epidemiology (3 Credits)
Introduces the basic principles and methods of epidemiology. Topics include the function of epidemiology, study designs, and statistical methods used to assess risk related to the health of populations. The course will examine the role of epidemiology in the formation of public health policy. Prerequisites: A grade of C or better in BIO 112 or BIO 113. BIO 113L or BIO 113HL, MATH 136 or PSY 136, and either a 200 level biology course or CMH 210.

CHS 220 Diversity and Cultural Competence (3 Credits)
Explores commonalities and differences in contemporary families and individuals. The course examines the culturally competent provision of counseling and human services when working with individuals of similar and different races, ethnicities, socio economic statuses, religions, sexual orientations, and abilities. Prerequisite: A grade of C or better in CHS 101; PSY 101 or SOC 101 (may be taken concurrently).

CMH 210 Introduction to Community Health (3 Credits)+
Introduces a population perspective on health and evidence based methods to address health concerns of U.S. society. Topics include the role of health services providers, health indicators and disparities, and how health is presented to the public. Prerequisite: ENG 152 or ENG 153 (may be taken concurrently).

EC 201 Principles of Macroeconomics (3 Credits)+
Examines the basic economic principles of the aggregate economy. Subjects covered include the essentials of aggregate demand and supply, government spending and taxation, national income accounting, analysis of unemployment and inflation, money and banking, fiscal and monetary policy, analysis of economic growth, and an overview of the international economy. Prerequisites: ENG 150/151 and placement in MATH 135 or higher. Must be completed prior to taking this course.

EC 202 Principles of Microeconomics (3 Credits)
This course examines the basic economic principles governing the decisions of the economic agent. Topics include product and factor markets, as well as pricing decisions. In addition, government policies and the tradeoff between efficiency and equity are examined. Prerequisites: ENG 150/151 and placement in MATH 135 or higher   Must be completed prior to taking this course.

EC 335 Health Economics (3 Credits)
Examines how economists explain the health care industry. Topics include the effects of market forces on health care, resource markets, and government health care policy. Supply and demand, market structure, and regulatory concepts will be applied to examine these issues. Prerequisites: A grade of C or better in EC 202.   Must be completed prior to taking this course.

MATH 136 Introduction to Statistics (4 Credits)+
Introduces the student to basic data analysis. Methods include data collection and packaging, discriminating between valid and invalid uses of statistics, and elementary methods for decision making. Topics include measures of central tendency and dispersion, elementary probability, probability distributions, interval estimates of parameters, hypotheses testing, correlation, and regression. Course activities include elementary applications of statistics to a variety of disciplines. A TI 83, TI 83 Plus, or TI 84 calculator is required for the course. Credit will not be granted for more than one of the following statistics courses: MATH 115, MATH 136, MATH 140, MATH 210, and MATH 235, PSY 136. Prerequisites: Grade of "C" or better in MATH 005# or by placement into MATH 135 or higher. Must be completed prior to taking this course. Requisite with no print text exists. Must be taken either prior to or at the same time as this course.

MGT 210 Business Writing (3 Credits)+
Focuses on the purposes, principles, and techniques of business writing. The course provides students with a review of the basics in writing while using a variety of operational workplace writing exercises. Students will apply advanced critical thinking ability and analytical competencies to develop overall writing ability. Prerequisites: A grade of "C" or better in ENG 152 or ENG 153 or equivalent Must be completed prior to taking this course.

HCM 208 Healthcare Ethics and Law (3 Credits)*
Discusses ethical issues in healthcare management. Emphasis is placed on comparing and contrasting law and ethics, the impact of cost containment efforts, quality and malpractice concerns and the impact of law on healthcare settings and healthcare delivery. Legal and ethical issues in healthcare will be examined through case studies and analyses of real world examples, particularly as they relate to diversity, equity, and inclusion. Prerequisites: A grade of C or better in ENG 152 or ENG 153 or equivalent. Must be completed prior to taking this course.

HCM 212 Healthcare Information Systems (3 Credits)*
Introduces effective and efficient use of health information technology (HIT) to support the mission of healthcare organizations. Strategic use of health information technology and the ability to manage healthcare information systems enables healthcare administrators to be effective decision makers. In this course, students will learn skills and techniques used to implement and operate marketplace HIT tools to support healthcare organizational objectives and strategies. This course is a broad survey of HIT related topics and introduces students to healthcare business information systems, HIT infrastructure, such as electronic health records (EHRs) and emerging technologies, and privacy laws regarding protected health information.

HCM 310 Theories and Practice of Healthcare Management (3 Credits)*+
Examines theories and practices of management in healthcare organization. Students will learn about internal and external forces influencing healthcare system or unit performance

and clinical excellence. Analysis of human resources, teamwork, leadership, power, politics, change, quality management, and strategic planning as they impact the role of the healthcare administrator will be incorporated into analyses of healthcare management case studies and application of theory to real world experiences. Prerequisites: A grade of C or better in ENG 152 or ENG 153 or equivalent and MGT 210. Must be completed prior to taking this course. Fills upper level writing intensive requirement.

HCM 311 Health Insurance and Managed Care (3 Credits)*
Examines major issues related to the organization, management, regulation, and outcome measures for health insurance and managed care plans. Provides a foundation in concepts related to private and public sector health insurance/benefit plans, both as provided by employers and government agencies such as Medicaid and Medicare. Areas to be addressed include population care management techniques, diversity and inclusion, provider payment, quality and accountability, cost containment, accountable care organizations, and public policy. Current issues in health insurance and managed care will be examined through case studies and analyses of real world examples. Prerequisites: A grade of C or better in EC 202. A grade of C or better in ENG 152 or ENG 153 or equivalent. Must be completed prior to taking this course.

HCM 312 Managing Healthcare Personnel (3 Credits)*
Examines human resources and talent management from a strategic and administrative perspective. Students will conduct analyses of the impact of environmental forces, including state and federal legislation, on healthcare organization and management of healthcare personnel. Performance improvement plans, disciplinary measures, benefits, compensation, and promotion will be examined. Employee satisfaction, dissatisfaction, and turnover will be reviewed. Current issues in healthcare personnel management will be examined through case studies and analyses of real world examples. Prerequisites: A grade of C or better in ENG 152 or ENG 153 or equivalent. Must be completed prior to taking this course.

HCM 313 Healthcare Financial Management (3 Credits)*
Explores the economics of healthcare from both the health system perspective and the point of care. Budget management, cost benefit analyses, cost containment strategies, and management of fiscal and human resources will be explored. Prerequisites: A grade of C or better in ACC 141, EC 201, EC 202, and MATH 136. Must be completed prior to taking this course.

HCM 314 Healthcare Organizational Behavior (3 Credits)*
Explores organizational theories, motivation, and leadership behaviors in healthcare settings. Students will learn about effective decision making in groups, influencing others, and the importance of organizational values and diversity. Student activities will include case studies and developing effective organizational strategies in addressing healthcare management and administration problems. Prerequisites: A grade of C or better in ENG 152 or ENG 153 or equivalent. Must be completed prior to taking this course.

HCM 400 Professional Skills Development (3 Credits)*
Students identify and outline healthcare management career goals, develop customized résumé and cover letter writing skills, research opportunities to become more informed, develop strategic approaches to job searching, and strengthen networking and interviewing skills, including informational interviews. Prerequisites: A grade of C or better in HCM 208 Healthcare Ethics and Law, HCM 314 Healthcare Organizational Behavior, HCM 310: Theories and Practice of Healthcare Management. Co-Requisite: HCM 417: Internship.

HCM 417 Healthcare Management Internship (6 Credits)*
Integrates and applies healthcare leadership competencies to professional experiences in healthcare organizations. Students participate in creation of unique products, services, or processes. Students must demonstrate effective teamwork, written, verbal, and interpersonal proficiencies. Prerequisites: A grade of C or better in HCM 208 Healthcare Ethics and Law HCM 313: Healthcare Financial Management, HCM 314 Healthcare Organizational Behavior, HCM 310 Theories and Practice of Healthcare Management. Co Requisite: HCM 400: Professional Skills Development.

5. **Discuss how general education requirements will be met, if applicable.[15]**

The Stevenson Educational Experience (SEE) is comprised of general education coursework and coursework in a student's major field of study.

The SEE general education requirements, which include writing and communication intensive courses and courses in the distribution areas of liberal arts and sciences, are outlined below.

Writing and Communication Requirement (15 credits):
All bachelor's degree-seeking students must complete courses that fulfill the SEE Writing and Communication requirement: two writing instruction courses, two writing-intensive (WI) courses, and one communication-intensive (CI) course.

Two writing instruction courses
ENG 150 or 151 (3 credits)
ENG 152 or 153 (3 credits)

Two Writing Intensive (WI) courses
At least one WI course must be in the student's major area of study.
One WI course must be at the 200-level.
One WI course must be at the 300-level or 400 level.

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[15] The information below can be found in the Stevenson University Undergraduate Catalog: http://stevenson.smartcatalogiq.com/2020-2021/Undergraduate-Catalog (accessed: 24 September 2021).

One Communication Intensive (CI) course
Please note: A single course may fulfill either a WI or CI standard. No single course may count as both writing intensive and communication intensive. A single course can fulfill either a WI or CI requirement and a liberal arts and sciences distribution requirement.

Liberal Arts and Sciences Distribution Requirement (37-39 credits).
All bachelor's degree-seeking students must complete courses that fulfill the SEE liberal arts and sciences distribution requirement. No single course may count in more than one distribution area for the purpose of fulfilling the SEE requirement. The discipline areas are represented by the course prefix designators that precede the course number in the catalog (e.g., PHIL, REL, MATH).

Humanities (HUM; 12 credits)
Four courses in at least three different discipline areas are required. ENG 151 and ENG 152 may not be used to fulfill this requirement.

Science and Mathematics (SR, SR-L, QL; 10–12 credits)
Three courses in at least two different discipline areas are required. Additionally,
One course must be a laboratory science (SR-L).
One course must carry the MATH designation and QL label.

Social Sciences (SS; 6 credits)
Two courses in two different discipline areas are required.

Fine Arts (FA; 3 credits)
One course in the fine arts is required.

Grade Requirements
- The minimum passing grade for ENG 151 and ENG 152 is a "C".
- Students must earn a minimum grade of "D" in courses that are used to fulfill only SEE requirements.
- Students must earn a minimum grade of "C" in any course that fulfills both a major requirement and a SEE requirement.

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

None required. Please see Section M for a discussion of IACBE. To support recruitment and student job placement, the program may also pursue certification through the Association of University Programs in Health Administration (AUPHA) and funds have been allocated for membership beginning in the first year of the program.[16]

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[16] Association of University Programs in Health Administration. About.
https://www.aupha.org/about/visionmissionvalues (accessed 29 September 2021)

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

Not applicable.

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.**

Upon program approval, the University will begin the process of developing resources and materials for students in the Healthcare Management program that are aligned with the resources provided to graduate and undergraduate students in existing programs. Information regarding curriculum, course and degree requirements, and program policies will be available via the Stevenson University Catalog.[17] Each student will be able to access the learning management system (Blackboard), academic support services, financial aid resources, and student accounts information via the University website as well as the secure internal SU Portal (login required). Information about technology competence and skills, technical equipment requirements, and faculty/student interaction will be provided in program marketing materials as well as throughout the admissions process.

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

The University website plays a significant role in program advertising and recruiting and includes information on academic requirements, admissions criteria and deadlines, and financial aid, among other relevant topics. The Office of the Provost works closely with the Office of Admissions and Office of Marketing and Digital Communications to develop and maintain program-specific marketing and recruiting materials and ensure that both the website and printed materials clearly and accurately represent the proposed program and services available.

H. **Adequacy of Articulation**
   1. **If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.**

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[17] Stevenson University Undergraduate Catalog: http://stevenson.smartcatalogiq.com/2020-2021/Undergraduate-Catalog (accessed 2 September 2021).

Stevenson University allows block transfer of general education requirements from Maryland community colleges.[18] Transfer students who have completed an Associate's degree (A.A., A.S., or A.A.T.) have met Stevenson's general education requirements and can immediately begin taking program requirements within their chosen major. In addition, the University has developed program-specific articulation agreements with local community colleges which enable seamless transfer.[19] Upon approval, the proposed program will pursue articulation agreements with relevant programs at Maryland community colleges.

I. **Adequacy of Faculty Resources** (as outlined in COMAR 13B.02.03.11).
   1. **Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, <u>terminal degree title and field</u>, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach in the proposed program.**

Courses in the HCM program will be taught by existing full-time faculty in the Brown School of Business and Leadership. All full-time faculty have a Master's degree or doctorate in an appropriate field and have professional experience in the fields of healthcare and/or business. Required program courses in non-business disciplines will be taught by existing full-time and part-time faculty in the School of the Sciences, School of Nursing and Health Professions, and School of Humanities and Social Sciences. Adjunct faculty in the School of Business holding appropriate degrees may also teach on an as-needed basis. As practicing professionals, these adjunct faculty bring a practical perspective to the classroom and provide students with unique learning experiences. The table below includes all current faculty who may teach in the proposed program.

Following program approval, the University will hire a second full-time faculty member specializing in the area of Healthcare Management with a specialty in managed care and health insurance. Additional Full-time program faculty holding appropriate terminal degrees may be hired as enrollment warrants.

Table 10. Current SU Faculty Eligible to Teach in the Proposed Healthcare Management Program

Name	Academic Degree/Field	Academic Title/Rank	Status	Courses
Sharon Buchbinder	Ph.D./Public Health Sciences	Professor, Healthcare Management	Full-time	HCM 310: Theories and Practice of Healthcare Management

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[18] Information on block transfer is available for prospective students on the SU Website under "How do my credits Transfer?" https://www.stevenson.edu/admissions-aid/getting-started/transfer-students/ (accessed 23 September 2021).

[19] A list of current articulation agreements is available on the SU Website under "Articulation Agreements": https://www.stevenson.edu/admissions-aid/getting-started/transfer-students/ (accessed 23 September 2021).

				HCM 400: Professional Skills Development HCM 417: Healthcare Management Internship
Vicki Cozad	M.A./Nursing	Women's Hospital Foundation Distinguished Professor, Nursing	Full-Time	CMH 210: Introduction to Community Health
Victoria Doby	DBA/Accounting	Professor, Accounting	Full-time	ACC 140: Financial Accounting ACC 141: Managerial Accounting
Steve Engorn	MBA/Business Administration, Finance	Geckle Distinguished Professor, Information Systems	Full-time	HCM 212: Healthcare Information Systems
Judith Feustle	Ph.D./Health Policy and Management	Associate Dean, Nursing, School of Nursing & Health Professions	Full-time	HCM 208: Healthcare Law and Ethics
Ora Freedman	Ph.D./Economics	Professor, Business Administration	Full-time	EC 355: Health Economics
Rivka Glaser	Ph.D./Biology	Associate Professor, Biology	Full-Time	BIO 113: General Biology
Timothy Holland	MBA/Finance M.S. Business Technology Management	Lecturer, Business Administration	Full-time	HCM 212: Healthcare Information Systems
Anna Kayes	Ed.D./Organizational Leadership	Professor, Business Administration	Full-time	HCM 314: Healthcare Organizational Behavior
Wendy Kimber-Louis	Ph.D./Biology	Professor, Biology	Full-Time	BIO 113: General Biology
Sidas Saulynas	Ph.D./Human-Computer Interaction M.S./Finance	Associate Professor,	Full-time	HCM 212: Healthcare Information Systems

		Information Systems		
Zamira Simkins	Ph.D./Economics	Professor, Business Administration	Full-time	HCM 313: Healthcare Financial Management
Lauri Weiner	J.D./Law	Associate Professor, Counseling & Human Services	Full-Time	CHS 220: Diversity & Cultural Competence
Justin Buonomo	M.S./ Healthcare Management	Adjunct Instructor, Business Administration and M.S. in HCM	Part-time	HCM 310: Theories and Practice of Healthcare Management ACC 140: Financial Accounting ACC 141: Managerial Accounting
Deborah Leather	D.B.A./Human Resources Management	Adjunct Professor, Business Administration	Part-time	HCM 312: Managing Healthcare Personnel
Lea Nolan	M.A./Women's Studies A.B.D/Community & Public Health	Adjunct Instructor, M.S. in HCM	Part-time	HCM 313: Healthcare Financial Management HCM 208: Healthcare Ethics and Law
Monika Piccardi	M.S./ Healthcare Management	Adjunct Instructor, M.S. in HCM	Part-time	HCM 310: Theories and Practice of Healthcare Management
Lucy Pierre	D.H.S./Health Sciences	Adjunct Professor, Biology and Medical Laboratory Sciences	Part-Time	BIO 322: Epidemiology
Patrick Sanderson	Ph.D./ Organizational Development	Adjunct Instructor, Business Administration	Part-time	HCM 312: Management of Healthcare Personnel

Mary Smikle-Peoples	M.A./ Management	Adjunct Instructor, Business Administration	Part-time	HCM 310: Theories and Practice of Healthcare Management

> **2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:**
>   a) **Pedagogy that meets the needs of the students**
>   b) **The learning management system**
>   c) **Evidenced-based best practices for distance education, if distance education is offered.**

Faculty Development at Stevenson University is under the purview of the Zirkin Center for Excellence in Teaching and Learning (ZCETL), which includes Stevenson's Faculty Teaching Fellows, ZCETL Faculty Librarian, and the Instructional Design Team. The Faculty Fellows, Faculty Librarian, and the Instructional Designers prepare and implement faculty programming throughout the academic year on topics such as inclusive pedagogy, promoting student learning, teaching writing, and creative assignment design. In addition, appropriate professional development, such as multi-level training on the learning management system (Blackboard) and best practices for distance education, are offered on an ongoing basis. Beginning in summer 2020, all full-time and part-time faculty are asked to complete two required professional development modules that prepare them use the LMS effectively and to adapt their courses to fit a range of modalities—face-to-face, hybrid, and online—and ensure that all faculty understand federal requirements for regular and substantive interactions in online courses. This course includes two modules: inclusive course design and community of inquiry.

Biannual faculty in-service meetings include faculty development sessions led by faculty as well as by staff and administrators from across campus from units such as the Campus Wellness Center and Center for Diversity and Inclusion. Materials related to these sessions as well as a substantial range of resources for evidence-based best practices in pedagogy are available via the Zirkin Center for Excellence in Teaching and Learning Portal page (login required). Discipline-specific faculty development programming is also offered within the individual Schools and Departments. In addition, faculty have access to professional development funds to support attendance at professional meetings that include pedagogy workshops and presentation on the scholarship of learning and teaching.

J. 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.

The M.S. in Healthcare Management (HCM) program began in 2012, and Stevenson University's library has provided excellent support for that program. Stevenson University's Library offers healthcare management and management-related databases, journals, and other

learning resources to students and faculty. Over 120 healthcare management journals are available to students and faculty, as well as innumerable books.

Databases include: Academic Search Complete, APA PsycARTICLES, APA PsycINFO, Business Source Complete, CINAHL, Medline, Nexis Uni, PubMed, SocINDEX. Other electronic resources include: Noodle Tools, Mendeley, Assistance with Zotero. Borrowing resources include: Interlibrary loan, including the Baltimore Regional Expedited Interlibrary Loan service, Reciprocal borrowing through the Baltimore Academic Library Consortium (BALC) and Maryland Independent College and University Association (MICUA).

The Library works with the M.S. in HCM program director and faculty in the HCM program to support their teaching and increase their familiarity with library resources. One or more liaison librarians are assigned to the program to provide specialized support to the program director and the faculty. The liaison librarians serve as a first point of contact for faculty, answer informational questions about the library, provide updates about library operations and services, host professional development webinars, and collaborate with faculty on the development of course resources and assignments.

The Library's primary goal is to support students in the understanding, discovery, and use of information resources. Similar to support for the faculty, the liaison librarians for the HCM program are the students' primary contacts for all questions about the library. Librarians are available for assistance via email, phone, text, live chat, an online ticketing system, and videoconferencing. Librarians can also be embedded in an online course, where they can access course information and respond to student questions via a discussion board or chat widget. Students have access to librarian support seven days a week, including evenings, weekends, and holidays.

The collection development librarian handles acquisitions in collaboration with the library director, the liaison librarians, and the program director and faculty in the HCM program. The collection development librarian purchases materials, updates and supersedes existing materials, and reviews journal subscriptions on an ongoing or regular basis. The collection development librarian also spearheads collection maintenance and weeding. The program director and faculty from the HCM program are encouraged to be involved with all steps of the acquisitions program and input at any time is welcomed.

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**

The proposed program will not require any additions or changes to the current University physical facilities, infrastructure, or instruction equipment. The Brown School of Business and Leadership building on Stevenson's Owings Mills campus will house the program and has adequate office space for current and new faculty. The building offers a range of instructional spaces, including standard classrooms, seminar rooms, and five computer labs, all of which will be used by the proposed program. The building also houses the Owings Mills branch of the Stevenson University Library, which is available for quiet study and library instruction, and which, as noted above in Section J, also houses many of the print resources that are used by the Master's in Healthcare Management program and undergraduate business program.

The undergraduate HCM program is not anticipated to include distance education. Students and faculty will have adequate access to the institutional electronic mailing system and related collaboration tools via campus-wide adoption of Office 365. Stevenson University uses Blackboard as its learning management system, and faculty are required to have active Blackboard sites (syllabus, grade center) for all courses. Blackboard usage is supported by the Learning Technologies and Instructional Design Services team, Zirkin Center for Excellence in Teaching and Learning, and the Office of Information Technology. In-person workshops, webinars, and individual consultations (in person and virtual) are available to all faculty and are provided regularly as part of Stevenson's faculty development programming.

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.**

Resources
The first class of students is anticipated to enroll in August 2022; thus, the tables below include a planning year for FY 22. Our projected enrollment for the first year is conservative, given the shortened recruitment timeline, and for budgeting purposes, year-to-year retention has been conservatively estimated at 75%. The annual tuition and fees used in this projection reflect the current published net cost of attendance for full-time students.

Table 11. Program Resources: HCM

Resource Categories	Planning FY22	Year 1 FY 23	Year 2 FY 24	Year 3 FY 25	Year 4 FY 26	Year 5 FY 27
1.Reallocated Funds	$0	$0	$0	$0	$0	$0
2.Tuition/Fee Revenue	$0	$52,208.00	$119,758.59	$189,923.86	$276,610.60	$366,606

a. Number of F-T Students	0	4	9	14	20	26
b. Annual Tuition/Fee Rate	$0	$13,052.00	$13,306.51	$13,565.99	$13,830.53	$14,100.22
c. Annual F-T Revenue (a x b)	$0	$52,208.00	$119,758.59	$189,923.86	$276,610.60	$380,705.94
d. Number of P-T Students	0	0	0	0	0	0
e. Credit Hour Rate	n/a	n/a	n/a	n/a	n/a	n/a
f. Annual Credit Hour Rate	n/a	n/a	n/a	n/a	n/a	n/a
g. Total Part-Time Revenue (d x e x f)	$0	$0	$0	$0	$0	$0
3. Grants, Contracts, and Other External Sources	$0	$0	$0	$0	$0	$0
4. Other Sources	$0	$0	$0	$0	$0	$0
TOTAL (add 1-4)	**$0**	$52,208.00	$119,758.59	$189,923.86	$276,610.60	$366,606.00

2. Complete <u>Table 2: Program Expenditures and Narrative Rationale</u>. 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.

Expenses

Faculty: It is anticipated that one full-time faculty member will be hired in FY23 with a second full-time faculty member hired in FY25 if enrollment demand warrants. As the FY23 new faculty hire is already budgeted and planned, the specific cost does not appear here as a new program expense. As noted above, existing full-time and adjunct faculty in the Brown School of Business and Leadership and Berman School of Nursing and Health Professions will also support this program. Adjunct faculty salaries are calculated at 12-15 credits per year and are not included in the calculation of benefits.

Technical Support and Equipment: Funds in this line represent startup technology purchases for new faculty in FY23 and FY25.

Library: This line includes expenses for the purchase and maintenance of subscriptions of program-specific materials and journal databases beyond the current materials available for the M.S. program.

Other Expenses: Expenses in this line include the costs for accreditation and professional membership as well as program operating expenses.

Table 12. Anticipated Program Expenses: HCM

Expenditure Categories	Planning FY 22	Year 1 FY 23	Year 2 FY 24	Year 3 FY 25	Year 4 FY 26	Year 5 FY 27
1.Faculty (b+c below)	$0	$18,743	$126,626	$237,746	$244,879	$252,225
a. Number of FTE	0	0.5	1.5	2.5	2.5	2.5
b. Total Salary	$0	$18,743	$103,149	$190,088	$195,792	$201,665
c. Total Benefits	$0	$0	$23,477	$47,658	$20,480	$58,290
2. Admin Staff (b+c below)	$0	$0	$0	$0	$0	$0
a. Number of FTE	0	0	0	0	0	0
b. Total Salary	$0	$0	$0	$0	$0	$0
c. Total Benefits	$0	$0	$0	$0	$0	$0
3. Support Staff (b+c below)	$0	$0	$0	$0	$0	$0
a. Number of FTE	0	0	0	0	0	0
b. Total Salary	$0	$0	$0	$0	$0	$0
c. Total Benefits	$0	$0	$0	$0	$0	$0
4. Technical Support & Equipment	$0	$2,500	$0	$2,500	$0	$0
5. Library	$0	$2,000	$2,060	$2,121.80	$2,185.45	$2,251.01
6. New or Renovated Space	$0	$0	$0	$0	$0	$0
7. Other Expenses	$0	$12,500	$10,300	$13,109	$10,928	$11,256
TOTAL (add 1-7)	$0	$35,743	$138,986	$255,477	$229,385	$273,462

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.**

Course-level evaluation is managed centrally through the Office of Institutional Research and Assessment (OIRA). Course evaluations are administered online each semester in all sections of every course. Stevenson University currently uses the EvaluationKIT system, which is integrated with the Blackboard Learning Management System. This integration allows OIRA to make feedback available to faculty and appropriate academic administrators shortly after the end of the semester. University-wide, student response rates average above 50%. Faculty are asked to reflect on the student feedback using the *Faculty Response to Student Feedback* form, which is submitted to the appropriate academic administrator each year. These forms are integrated into the annual faculty evaluation process.

Assessment of student learning outcomes takes place at the course, program and institutional levels. Each course at SU is required to have a syllabus that conforms to the institutional syllabus template and includes a list of measurable student learning outcomes. The achievement of these outcomes is measured by the faculty using grades on course assessments. Department and program level assessment is accomplished through the annual collection and review of sample student artifacts from key course assessments that have been linked to course outcomes. These artifacts are used to document student achievement of course and program outcomes through the annual assessment cycle. Finally, each program undergoes a substantial Program Review on a five-year cycle. This process requires programs to review and analyze data related to student outcomes, progression and graduation rates, and career placements and also provides an opportunity for thoughtful planning and goal setting.

Programs with external accreditation follow the review cycle and processes of the external accreditor rather than the internal Program Review process. The proposed HCM program will likely be a candidate for accreditation through the International Accreditation Council for Business Education (IACBE), which currently accredits the Master's program in Healthcare Management as well as the undergraduate programs in Business Administration, Accounting, Fashion Merchandising, and Marketing. Accreditation through IACBE requires preparation of a comprehensive self-study that demonstrates how the program meets the following nine principles of business accreditation, followed by a site visit:

  1. Commitment to Integrity, Responsibility, and Ethical Behavior
  2. Assessment Planning
  3. Strategic Planning
  4. Business Program Development and Design
  5. Business Faculty Characteristics, Activities, and Processes
  6. Student Policies, Procedures, and Processes
  7. Resources Supporting Business Programs
  8. External Relationships
  9. Innovation in Business Education

Stevenson University received IACBE accreditation for its M.S. in Healthcare Management and B.S. programs in Business Administration, Marketing, Fashion Merchandising, and Accounting programs in 2021. The B.S. in HCM program will be eligible for accreditation following the collection of sufficient student outcome data from at least one set of graduated students. Both internal program review and external accreditation offer opportunities for programs to revise and update curriculum as appropriate to ensure that they are best meeting the needs of the students.

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.**

Academic programs at Stevenson University are reviewed, revised, and updated according to the internal Program Review cycle or external accreditation process. The approval process for new courses requires submission of the matrix that demonstrates the alignment of course outcomes with program outcomes. The matrix serves as a course map, the purpose of which is to demonstrate the alignment of each course assessment to course and program outcomes. These tools ensure alignment at all levels of the curriculum and are essential in evaluating program effectiveness.

Student retention is monitored by the Office of Student Success, which houses the Success Coach program and provides support for faculty advisors. First-year students are assigned a Success Coach with whom they meet a minimum of 3-4 times each semester of the freshman year. These meetings ensure that students are acclimating to the University and are able to find the resources they need to be successful. Students then transfer to faculty advisors within their academic programs for specialized academic and career advising. However, the Office of Student Success continues to provide support functions for students at all levels through programs such as Academic Early Alert and houses the Academic Link Tutoring Center and Office of Disability Services.

Student and faculty satisfaction is measured by campus-wide surveys, some of which, such as the National Survey of Student Engagement (NSSE), are nationally normed. Surveys are administered by the Office of Institutional Research and Assessment on a rotating schedule in order to optimize response rates. The cost-effectiveness of academic programs and related initiatives is evaluated through the University's annual planning and budgeting process, which includes a continuous cycle of data reporting and assessment in each unit. At the start of the fiscal year, university-wide initiatives that align with the campus strategic plan are developed, and the implementation and assessment of those initiatives—including financial impact and cost-effectiveness—takes place over the coming year with regular reporting by individual units. Planning for the subsequent fiscal year is informed by the assessment of the previous year's initiatives.

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.**

Stevenson University's minority student population is among the highest within Maryland's private colleges and universities. In the 2020-2021 academic year, 45% of undergraduate students and 42% of graduate students represented minority groups.[20] Among the University's guiding documents is the following Diversity and Inclusion Statement:

> Stevenson University commits itself to diversity as it relates to awareness, education, respect and practice at every level of the organization. The University embraces people of all backgrounds, defined by, but not limited to, ethnicity, culture, race, gender, class, religion, nationality, sexual orientation, gender identity or expression, age, physical ability, learning differences, and political perspectives. The University believes its core values are strengthened when all of its members have voice and representation. The resulting inclusive organizational climate promotes the development of broad-minded members of the University who positively influence their local and global communities.[21]

To support the institution-wide commitment to diversity, Stevenson has a Center for Diversity and Inclusion with a full-time staff member serving as Director of Diversity and Inclusion reporting directly to the Vice President for Student Affairs. Diversity and inclusion are also priorities in the Stevenson University Strategic Plan, which includes the following goals and initiatives:

> *Goal IV: Develop Student Life*
> Initiative: "Enhance programming to support diversity and inclusion (see VII Build Community on Campus). Ensure all students are welcomed and supported. Enhance students' ability to understand and respect diverse perspectives."

> *Goal VII: Build Community on Campus*
> Initiative: "Pursue systematic programming to support diversity and inclusion. Ensure all students, faculty, and staff are welcome and supported. Enhance our students', faculty's, and staff's ability to understand and respect diverse perspectives."

Both of these initiatives, and the broader goals to which they relate, will be accomplished through collaborative cross-divisional work. One hub for this work is the Diversity and Inclusion Committee, co-chaired by two members of the President's Cabinet, which is responsible for providing leadership on campus-wide initiatives related to diversity, equity, and inclusion.

With regard to academic programs, specifically, in fall 2020, Stevenson formalized an academic commitment to promoting Intercultural Knowledge and Competency (IKC) by developing and implementing four learning outcomes that provide "students with opportunities to develop

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[20] Stevenson University Fact Book, fall 2020.
[21] Diversity and Inclusion at Stevenson. https://www.stevenson.edu/about/diversity-inclusion/ (accessed 23 September 2021).

cultural competencies by engaging with cross-disciplinary perspectives."[22] Undergraduate students at Stevenson University engage with the IKC learning outcomes in two required courses: FYS 100: First-Year Seminar and ENG 152: College Writing II.

As noted above in Section M, the proposed HCM program is designed to align with the accreditation standards put forth by IACBE, which requires demonstration of global and cultural competencies in the self-study. Standard 4: Business Program Development and Design, asks programs to demonstrate student achievement with regard to the international dimensions of business: "Describe the ways in which the academic business unit fosters a global mind-set in its students, faculty, and administrators. This description should include an explanation of the ways in which the academic business unit prepares students to deal with cultural and ethnic diversity and to work effectively with diverse colleagues and clients."[23] As noted above in Section G2, the proposed program learning outcomes also include cultural competence and population health and status assessment. Courses that address these outcomes include HCM 310: Theories and Practice of Healthcare Management, CHS 220: Diversity and Cultural Competence, CMH 210: Introduction to Community Health, HCM 208: Healthcare Ethics and Law, and HCM 312: Managing Healthcare Personnel.

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 section is not applicable to independent institutions.

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

This section is not applicable to the proposed program.

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[22] Stevenson University Undergraduate Catalog, IKC, http://stevenson.smartcatalogiq.com/2020-2021/Undergraduate-Catalog/Academic-Information/Stevenson-Intercultural-Knowledge-and-Competency (accessed 24 September 2021).

[23] IACBE. Accreditation: https://iacbe.org/accreditation/ (accessed 29 September 2021).