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# Curricular Report #2019-20-4

University of Rhode Island Faculty Senate

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THE
UNIVERSITY
OF RHODE ISLAND
FACULTY SENATE OFFICE

THINK BIG WE DO

Green Hall, 35 Campus Avenue, Kingston, RI 02881 USA p: 401.874.2616

Serial Number #19-20-5

TO: President David Dooley
FROM: Bahram Nassersharif, Chairperson of the Faculty Senate

1. The attached BILL titled, the Curricular Report #2019-20-4 from the Graduate Council to the Faculty Senate: Stackable Certificates in Graduate Healthcare Management which can lead into a Master of Science Healthcare Management (MHM), Accelerated Online Program, is forwarded for your consideration.

2. This BILL was adopted by vote of the Faculty Senate on October 24, 2019.

3. After considering this bill, will you please indicate your approval or disapproval. Return the original, completing the appropriate endorsement below.

4. In accordance with Section 10, paragraph 4 of the Senate's By-Laws, this bill will become effective November 14, 2019 three weeks after Senate approval, unless: (1) specific dates for implementation are written into the bill; (2) you return it disapproved; or (3) the University Faculty petitions for a referendum.

Bahram Nassersharif
Chairperson of the Faculty Senate

October 24, 2019

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ENDORSEMENT

TO: Chairperson of the Faculty Senate

FROM: President of the University

a. Approved ___.

b. Approved subject to Notice of the Council on Postsecondary Education ✓.

c. Disapproved ___.

Recognized 10/23/19 by RIPSE (contingent upon URI approval)

Signature of the President

11.7.19
(date)

THE
UNIVERSITY
OF RHODE ISLAND

OFFICE OF THE
PROVOST

THINK BIG WE DO

Green Hall, 35 Campus Avenue, Kingston, RI 02881 USA p: 401.874.4410 or 4408 f: 401.874.7844 uri.edu/provost

TO: David M. Dooley
President

FROM: Donald DeHayes
Provost and Vice President for Academic Affairs

DATE: November 7, 2019

SUBJECT: Legislation from the October 24, 2019 Faculty Senate Meeting

Attached is Bill #19-20-5 from the October 24th meeting of the Faculty Senate.

Bill #19-20-5: Curricular Report #2019-20-4 from the Graduate Council to the Faculty Senate: Stackable Certificates in Graduate Healthcare Management which can lead into a Master of Science Healthcare Management (MHM), Accelerated Online Program.

This bill was contingently recognized at the October 23rd Rhode Island Council on Postsecondary Education meeting, pending Faculty Senate approval and does not require further action.

Please return all the documents to Jean Van Couyghen-Potter and she will distribute.

jvp
attachments

c: Peggy Benz, Faculty Senate Coordinator

# THE GRADUATE SCHOOL - UNIVERSITY OF RHODE ISLAND
# NEW PROGRAM REPORT FROM THE GRADUATE COUNCIL TO THE FACULTY SENATE
# CURRICULAR REPORT 2019-2020-4; 7 October 2019

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At Meeting No. 524 held on 07 October 2019, the Graduate Council approved the attached proposal that is now submitted to the Faculty Senate.

## SECTION I
## ABSTRACT AND BACKGROUND INFORMATION

### ABSTRACT (modified from proposal)

The Graduate Council approved a proposal from the College of Business to create ***stackable certificates in Graduate Healthcare Management which can lead into a Master of Science Healthcare Management (MHM).*** *T*wo stackable certificates that each include 4 three-credit courses (3 required, one elective each). The first certificate is entitled Health Leadership and Administration, while the second certificate is entitled Quality Improvement, Process Measurement, and Information Systems Management. Students may choose to complete one certificate (either Certificate 1 or Certificate 2), or both certificates. Students that complete both certificates, one additional elective (3 credits), and a practicum course (3 credits) will receive a Master of Science in Healthcare Management degree. The entire program includes 7 required courses (3 in each certificate, and a final practicum course), and 3 electives from a choice of 4 elective courses. The delivery model will be online in 7-week modules so that at least 2 courses may be completed in one semester.

### BACKGROUND (modified from proposal)

In May 2017, the state of Rhode Island offered an opportunity for a Healthcare Workforce Transformation grants with a priority to teach core concepts of health system and practice transformation. Dr. Kathryn Jervis, Director of the Graduate Healthcare Management program in the College of Business, and a team of interdisciplinary faculty from URI were awarded an amount of $47,206 in February 2018 to modify three existing courses and create four new graduate courses and begin a proposal for degree programs in this area. In spring 2018, an electronic survey was administered to health care practitioners from Rhode Island to assess the needs of the program. In July 2018, Hanover Research analyzed the market opportunity for bachelor's and master's degree programs at the University of Rhode Island. In January 2019, Hanover conducted academic program benchmarking for a Master's in Healthcare Administration. Based on all this research, a 30 credit, accelerated online, asynchronous, program has been proposed.

## SECTION II
## RECOMMENDATION

The Graduate Council approved the proposal to create ***stackable certificates in Graduate Healthcare Management which can lead into a Master of Science Healthcare Management (MHM)*** at its Meeting No. 524 held on 07 October 2019, and forwards it to the Faculty Senate with a recommendation for approval.

THE
UNIVERSITY
OF RHODE ISLAND

Revised 12/2016

Abbreviated Proposal form
For All Programs including Certificates
**No New Funding**

**A Proposal for:** Master of Science Healthcare Management

**Date:** April 15, 2019

## A. PROGRAM INFORMATION

**A1. Name of institution** University of Rhode Island

**A2. Name of department, division, school or college**
College of Business

**A3. Title of proposed program and Classification of Instructional Programs (CIP) code**
Program title: Graduate Healthcare Management

Stackable Certificates (students can select either or both)
Certificate 1. Health Leadership and Administration Classification Code CIP 51.0702;
Certificate 2. Quality Improvement, Process Measurement, and Information Systems Management Classification Code CIP 51.0706

Complete Program: Master of Science Healthcare Management (MHM)
Classification code CIP 51.0701

**A4. Intended initiation date of program change. Include anticipated date for granting first degrees or certificates, if appropriate.**
Initiation date January 2020
First degree date December 2021

**A5. Intended location of the program** University of Rhode Island Providence Campus

**A6. Description of institutional review and approval process**

| | | Approval Date |
|---|---|---|
| Joint Committee on Academic Planning | recognized by on | 12/24/18 |
| Department | | 03/20/19 |
| College | | 04/26/19 |
| CAC/Graduate Council | | |
| Faculty Senate | | |
| President of the University | | |

**A7. Summary description of proposed program (not to exceed 2 pages)**
The proposed program will consist of 30 credits in total.

We propose two stackable certificates that each include 4 three-credit courses (3 required, one elective each). The first certificate is entitled Health Leadership and Administration (1.), while the second certificate is entitled Quality Improvement, Process Measurement, and Information Systems Management (2). Students may choose to complete one certificate (either Certificate 1 or Certificate 2), or both certificates.

Students that complete both certificates, one additional elective (3 credits), and a practicum course (3 credits) will receive a Master of Science in Healthcare Management degree. The entire program includes 7 required courses (3 in each certificate, and a final practicum course), and 3 electives from a choice of 4 elective courses.

The delivery model will be online in 7-week modules so that at least 2 courses may be completed in one semester. We anticipate that students could finish on a part-time basis in two years as courses are offered during fall, spring, and summer semesters.

We selected the type of program, courses, and asynchronous online delivery method by surveying preferences from the healthcare workforce around the state. The type of professionals included in the survey, which make up our target market include professionals from private health practices, hospitals, a public health clinic, home health agency, rehabilitation facility, pharmacy, and insurance companies. When asked who would be interested in the program, responses included manager/supervisors, nurses, administrators and administrative staff.

We chose the two certificates with these target markets in mind. We think that physicians and higher-level administrators would focus on the leadership certificate, while data analytics professionals would focus on the second, and others such as nurse managers would be interested in the full degree. The program meets the goal of online course offerings to meet student specific needs, as some may pursue only one certificate, or the entire degree. The online, accelerated delivery model is supported by the university, and particularly meets the needs of healthcare management professionals who are employed in 24/7 careers, which is supported by Hanover Research (January 2019).

One focus in the vision of the university is interdisciplinary learning, with an emphasis and expertise in health. Our program meets that vision. The proposed program links to the president's transformational goal of a 21st century 24/7 learning environment to learn, work, and collaborate across disciplines. The program includes a team of faculty from accounting, business analytics, economics, marketing, pharmacy, supply chain, as well

as practitioner adjuncts from nursing and law. The proposed program fosters "interdisciplinary knowledge to build greater connections across disciplines and academic units," (URI Strategic Plan, Goal 2, Strategy 2; 2016-2021). From the strategic plan, health is a considered a core strategic and transdisciplinary theme for creative work.

Deans from the Academic Health Collaborative, and the Health Studies undergraduate director, support a graduate degree in healthcare management. Overall, this is an integrative approach to teaching, and outreach to the healthcare practitioner community. About 18 months ago, an article in the Providence Journal (September 2017) stated that RI has 82,000 health care workers. This program can help meet the needs of existing and future healthcare leaders to set improved health policy goals and learn to manage resources in a more effective and efficient manner. The program vitally supports the mission of the university, and through the accelerated online revenue model will generate resources for the university.

**A8. Signature of the President**

_____

David M. Dooley

**A9. Person to contact during the proposal review**

Name: Kathryn J. Jervis
Title: Professor of Accounting/ Director of Graduate Healthcare Management Programs
Phone: (401) 874-4196
Email: jervisk@uri.edu

**A10. List and attach any signed agreements for any cooperative arrangements made with other institutions/agencies or private companies in support of the program.**

**B. RATIONALE: There should be a demonstrable need for the program.**

**B1. Explain and quantify the needs addressed by this program, and present evidence that the program fulfills these needs.**

In spring 2018, we administered an electronic survey to health care practitioners from Rhode Island to assess the needs of the program. We received 133 responses to the survey over a period of 3 months. Several organizations responded to the survey that included employees from private health practices, hospitals, a public health clinic, a home health agency, rehabilitation facility, pharmacy, insurance companies, and others.

We asked the type of program would most interest the respondent and found that most wanted certificate programs. While 27% selected certificate programs not for credit, a majority of the top three responses preferred certificate programs for credit that link to a master's degree in healthcare management. We found that an MBA with a healthcare concentration ranked lower than a master's degree. When asked what type of programs respondents would support for their employees, 25% responded a certificate program with college credit, and 23% responded a certificate program linked to a master's degree in healthcare management.

We asked who might be most interested in the program. We found that 20.8% responded manager/supervisor, 15% selected nurses, 12% selected administrators, and 12% selected administrative assistant/staff.

We asked about program content through a 5-point Likert scale ranging from extremely important to not at all important.
For extremely important:
Health leadership and administration, 29%
Health services law and ethics, 27%
Health policy, 24%
Health economics, 23%
Health services reimbursement, 23%
Health services accounting/finance, 21%
Heath services information systems and technology (info flows, software, records), 20%
Health services labor relations/HR/Team building, 19%
Health services data science (use of databases and informatics), 18%
Health services operations (Quality & process improvement /Lean Six Sigma), 18%
Health services project management, 18%
Business plan development, 16%
Health services marketing, 12%

With respect to delivery models:

When should courses be offered?
Most preferred:
Online, 48%
Evening, 41%
Executive model (online and weekends), 30%
Saturday, 12%
Day, 7%
Summer only, 3%

Where should courses be offered?
Most preferred:
Onsite at your location, 51%
URI Providence campus, 30%
URI Kingston campus, 6%
Other, 5%

How many in your organization would be interested in the program?
0, 0%
1-10, 18%
11-20, 21%
21-30, 15%
31-50, 7%
>50, 10%

If a part-time graduate degree program, how long should it be?
2 years, 2-3 courses per semester, 33%
18-month intensive, 3-4 courses per semester, 27%
12-month intensive, 4-5 courses per semester, 10%

If a part-time graduate certificate program, how long should it be?
6 months intensive, 3-4 hours per week, 32%
12 months, 1-2 hours per week, 21%
3 months intensive, 4-6 hours per week, 16%

Thus, using this survey, we created an asynchronous online, accelerated program with two stackable certificates that can lead to a Master of Science Healthcare Management, which is expected to meet student needs.

**B2. What is the economic need and workforce data related to the program?**

According to an article by Patrick Anderson, "Fewer factory workers, more work in health care," *The Providence Journal* (September 4, 2017, A3), healthcare jobs increased from 51,400 jobs in 1990 to 81,200 in 2017 (see table from that article).

**Rhode Island jobs lost or gained by sector**

| | JULY 1990 | JULY 2017 |
|---|---|---|
| Total | 454,800 | 499,200 |
| Construction | 18,900 | 20,400 |
| Manufacturing | 95,300 | 41,800 |
| Retail trade | 50,700 | 48,600 |
| Financial activity | 26,700 | 33,000 |
| Business services | 42,900 | 65,500 |
| Education | 17,800 | 26,300 |
| Health care | 51,400 | 81,200 |
| Hospitality | 35,300 | 61,300 |
| Government | 63,200 | 60,900 |

Source: *The Providence Journal* (September 4, 2017, A3)

In May 2017, the state of Rhode Island offered an opportunity for a Healthcare Workforce Transformation grants with a priority to teach core concepts of health system and practice transformation. Principal Investigator, Dr. Kathryn Jervis, Director of the Graduate Healthcare Management program in the College of Business, and a team of interdisciplinary faculty from URI were awarded an amount of $47,206 in February 2018 to modify three existing courses and create four new graduate courses and begin a proposal for degree programs in this area. This proposal is the culmination of that effort.

In July 2018, Hanover Research analyzed the market opportunity for bachelor's and master's degree programs at the University of Rhode Island. Findings show:

- Recommend development of a master's degree in Healthcare Management and Administration program.
- Healthcare management and administration programs have strong student demand, and the labor market demand "…is projected to grow by 20 percent between 2016 and 2026, much faster than other occupations."
- A greater proportion of online healthcare management programs is offered nationally (50%), than regionally (46.2%), "suggesting an opportunity for program development by the University of Rhode Island."
- Additionally, a Graduate Certificate in Healthcare Management was also recommended.
- While student demand for graduate certificates is established in New England, "…the field is connected to high growth occupations."

In January 2019, Hanover conducted academic program benchmarking for a Master's in Healthcare Administration.

- Half of benchmarked programs are delivered online.
- Flexible delivery is important for those who want to continue working full-time jobs.

- Total tuition ranges between $13,805 at Framingham State University and $108,375 at Dartmouth College. The average is $40,621.
- Online delivery is the most common program format for this program.
- One differentiator is to see accreditation by the Commission on Accreditation of Healthcare Management Education (CAHME), as there is no CAHME program in Rhode Island, and only 3 CAHME programs of 14 benchmarked.
- The average number of credits is 40. The range is from 30 to 50 credits.

Based on this research, our program is a 30 credit, accelerated online, asynchronous, program. We propose $800 per credit, which is slightly above the in-state tuition rate, and below the out-of-state graduate rate, for a total of $25,570 for the total program. This total is equivalent to New England College, slightly higher than Salve Regina University, Southern New Hampshire University, and Plymouth State University, and about $5,000 less than University of Massachusetts-Lowell. The chart below comes from the Hanover Research (January 2019).

Once the program is successfully running, we anticipate pursuing CAHME accreditation to differentiate URI from its competitors.

Table 1: Selected Competitors in the Professional Doctorate in Business Market

| | Boston University | Southern New Hampshire University | University of New Haven | Champlain College | Dartmouth College | New England College | Framingham State University |
|---|---|---|---|---|---|---|---|
| **Program Name** | Master of Public Health with Certificate in Healthcare Management | Master of Science in Healthcare Administration | Master of Science in Healthcare Administration | Master of Science in Healthcare Administration | Master of Healthcare Delivery Science | Master of Science in Management Concentration in Healthcare Administration | Master of Healthcare Administration |
| **Location** | | | | | | | |
| **2017 Degree Conferrals** | 277 | 135 | 59 | 51 | 44 | 42 | 12 |
| **Credits** | 48; 16 month-accelerated | 36 | 36 | 30 | 15 courses 18 months | 35 | 33 |
| **Cost** | $79,232 total | $627/credit $22,572 total | $915/credit $32,940 total | $795/credit $23,850 total | $108,375 total | $24,480 | $1,255/course $13,805 |
| **Delivery** | On campus | Online | Hybrid | Online | Hybrid | Online | On campus |
| **Target Audience** | Students to solve complex health system problems | Entry to mid-level healthcare managers | Students to identify and address healthcare issues | Experienced healthcare professionals | Healthcare leaders | Students to attain healthcare industry knowledge/skills | Students with healthcare employment experience, or want to move in to field |
| **Features** | Interdisciplinary graduate certificates; practicum | Curriculum from Assoc. University Programs in Health Administration | One of four in New England accredited by CAHME* | Three starts per year in 8-week modules | Synchronous online instruction | MBA program with specialization in healthcare administration | Capstone required, full-time and part-time options |

| | Saint Joseph's College | Suffolk University | Salve Regina University | Plymouth State | University of MA-Lowell | Simmons College | Harvard University |
|---|---|---|---|---|---|---|---|
| **Program Name** | Master of Health Administration | Master of Healthcare Administration | Master of Science in Health Care Administration and Management | Master of Business Admin. With Certificate in Healthcare Admin. | Masters' in Health Informatics & Management | Master of Business Administration in Health Care | Master's in Health Care Management |
| **Location** | | | | | | | |
| **2017 Degree Conferrals** | 34 | 32 | 31 | 25 | 21 | 16 | 16 |
| **Credits** | 42 credits | 50 credits | 36 credits | 36 credits | 36 credits | 50 credits | 42.5 credits |
| **Cost** | $540/credit $22,680 total | $17,565 total | $585/credit $21,060 total | In-state: $563/credit $20,268 total Out-of-state: $643/credit $23,148 | In-state: $836.65/credit $30,119 total Out-of-state: $1,491.10/credit $51,088 total New England: $1,270.60/credit $45,742 total | $1,445/credit $72,250 total | $$79,500 |
| **Delivery** | Online | On Campus | Online and Hybrid | On campus and online | On campus | Online | Executive, on campus |
| **Target Audience** | Students to become effective managers in healthcare | Students to connect with Boston healthcare leaders | Busy working professionals | Non-business majors to add business and managerial skills | Students learn management principles, methods and analytics | Working professionals to prepare for healthcare leadership | Physicians and dentists with years of clinical practice |
| **Features** | Accredited by National Assoc. of Long-term care Administrator Board | Only program CAHME accredited in Massachusetts | Accredited by International Accred. Council for Business Education, Joint BS/MS | Healthcare administration certificate also available as stand alone | Accelerated bachelor's to master's program available | Accredited by AACSB | Case-based teaching |

*Commission on Accreditation of Healthcare Management Education

**B3. Provide information on jobs available as a result of successfully completing the certificate or degree: job titles, job outlook/growth, and salaries.**

According to Hanover Research (July 2018), Master's in healthcare management programs are considered a high growth area, in student and labor market demand.

"…[S]tate, local, and private hospitals are the largest employers of medical and health services managers in 2016 (employing 35% of the workforce)," followed by physicians' offices, nursing and resident care, government agencies and outpatient care facilities (Hanover Research, July 2018). In Rhode Island, health care is considered a primary industry.

In our survey administered May 2018, respondents included professionals from private health practices, hospitals, a public health clinic, home health agency, rehabilitation facility,

pharmacy, and insurance companies, which indicates interest from a wide distribution in healthcare management careers. According to the website "Top Master's in Healthcare Administration (https://www.topmastersinhealthcare.com/faq/what-type-of-job-can-i-get-with-a-healthcare-management-degree/) accessed on January 26, 2019, healthcare executives are employed by hospice facilities, healthcare management organizations, medical supply and pharmaceutical companies, clinics, health insurance businesses, government agencies, research facilities, rehabilitation centers, and nursing homes. The website indicates specializations that include information systems, marketing, finance, human resources, patient care services, staff relations, nursing administration, and planning and development. Some examples of possible titles offered include support services executive, managed care executive, nursing leadership positions, patient services manager, human resources manager, CIO (Chief Information Officer), CFO (Chief Financial Officer), CNO (Chief Nursing Officer), and CEO (Chief Executive Officer). The American Association of Healthcare Administration Management offers current openings in healthcare management.

Hanover Research (January 2019) indicates employers are more likely to hire employees that attended CAHME accredited programs, which is an aspiration intended for this degree.

In addition, the ACHME, is an association of management healthcare executives, which offer opportunities for networking, and advertising our program offerings.

INSTITUTIONAL ROLE: The program should be clearly related to the published role and mission of the institution and be compatible with other programs and activities of the institution.

**C1. Explain how the program is consistent with the published role and mission of the institution and how it is related to the institution's academic planning.**

The proposed program links to the president's transformational goal of a 21st century 24/7 learning environment to learn work and collaborate across disciplines. We are proposing an online 7-week modules program with two certificates that can lead to a MS degree, that includes a team of faculty from business, nursing, and pharmacy, as well as practitioner adjunct professors.

One focus in the vision of the university is interdisciplinary learning, with an emphasis and expertise in health. Our program meets that vision. Deans from the Academic Health Collaborative, and the Health Studies undergraduate director, who support a graduate degree in healthcare management.

From Goal 1, Strategy 2, we are developing an interdisciplinary learning opportunity for students through a professional master's degree program. From Goal 2, Strategy 2, the

program fosters "interdisciplinary knowledge to build greater connections across disciplines and academic units."

From Goal 1, Strategy 1, the program will offer a certificate that includes 3 courses in data analytics and systems information. Additionally, the program meets the goal of online course offerings to meet student specific needs, as some may pursue only one certificate, or the entire degree.

From Goal 1, Strategy 3, we will offer half-semester modules, that will "expand post-baccalaureate online degree programs and certificates." From Goal 2, health is a considered a core strategic and transdisciplinary theme for creative work.

**C. INTER-INSTITUTIONAL CONSIDERATIONS: The program should be consistent with all policies of the Council on Postsecondary Education pertaining to the coordination and collaboration between public institutions of higher education.**

**D1. Estimate the projected impact of this program on other public higher education institutions in Rhode Island (e.g. loss of students or revenues), provide a rationale for the assumptions made in the projections, and indicate the manner in which the other public institutions were consulted in developing the projections. Have you communicated with other institutions about the development of this program and have any concerns been raised related to role, scope, and mission or duplication.**

Rhode Island College (RIC) offers a Master of Science in Health Care Administration, which is a 50-credit program. The primary differentiation is that the School of Business at RIC is not accredited by the Association to Advance Collegiate Schools of Business (AACSB), while the undergraduate and graduate programs in the College of Business at URI have been AACSB accredited for many years, which supports the quality of the URI College of Business. Note too, that Hanover Research did not select the program at RIC as a benchmark program in their analysis.

**D2. Using the format prescribed by the Council on Postsecondary Education, describe provisions for transfer students (into or out of the program) at other Rhode Island public institutions of higher education. Describe any transfer agreements with independent institutions. The institution must also submit either a Joint Admissions Agreement transition plan or the reason(s) the new program is not transferable (see *Procedure for Strengthening the Articulation/Transfer Component of the Review Process for New Programs* ).**

Transfer agreements are not applicable to this proposed graduate program.

**D3. Describe any cooperative arrangements or affiliations with other institutions in establishing this program. (Signed copies of any agreements pertaining to use of faculty, library, equipment, and facilities should be attached.)**

N/A

**D4. How does this program align to academic programs at other institutions?**

There is some similarity in our program to some course topics at RIC, e.g. Leadership, Health Law and Ethics). However, the RIC program seems to be face-face delivery rather than an accelerated online program as proposed here. The URI delivery format definitely offers more flexibility and a shorter time frame to completion with less credits.

**D5. Are recipients of this credential accepted into programs at the next degree level without issue?**

The proposed program is offered at an AACSB College of Business, which allows a student to pursue and advanced degree at a similarly accredited institution. If able to attain CAHME accreditation, then that credential would also assure acceptance into higher level degree programs without any issues.

**D6. How does this program of study interface with degree programs at the level below them?**

Entrance into the URI MBA degree program does not require the GMAT/GRE for URI students from any major with a 3.5 undergraduate GPA. For a master's degree in accounting, a similar rule applies for a student coming from an AACSB accredited undergraduate program with a 3.5 undergraduate GPA.

As URI offers a BS degree in Health Studies through the College of Health Sciences, students, we could consider that same requirement for students coming from the URI Health Studies undergraduate program.

**D7. If external affiliations are required, identify providing agencies. (Indicate the status of any arrangements made and append letters of agreement, if appropriate.)**

N/A

**D8. Indicate whether the program will be available to students under the New England Board of Higher Education's (NEBHE) Regional Student Program (RSP).**

This is not applicable under the accelerated online program.

**E. PROGRAM: The program should meet a recognized educational need and be delivered in an appropriate mode.**

**E1. Prepare a typical curriculum display for one program cycle for each sub-major, specialty or option, including the following information:**

**a. Name of courses, departments, and catalog numbers and brief descriptions for new courses, preferably as these will appear in the catalog.**

Courses will be listed as MHM and will be offered through the College of Business.

Fall 1 (Two 7-week modules offered online)
I. MHM501 (3 credits) Health Care in America
This course examines the structures, regulations, financing, economics, policies and incentives that shape the US healthcare sector. Designed for graduate students to understand dynamic forces that drive the activities of the healthcare system, this course equips students with foundational knowledge of payment methods, insurance designs, care delivery models, quality improvement strategies, and health care information technologies. These elements will be considered through the lens of patient-centered care, examining how health care cost, quality, access and equity impact patients and populations.

II. MHM503 (3 credits) Financial Management of Healthcare Organizations
The purpose of the course is for students to describe, interpret and use health care financial management information for decisions. The course introduces students to the basic principles of financial analysis and management reporting, revenue cycle management, resource allocation decisions, and budgeting. Students will describe and apply concepts from these areas to real world situations for healthcare organizations.

Spring I (Two 7-week modules offered online)
I. MHM502 (3 credits) Leadership in Health Administration
The purpose of this course is for students to describe, interpret, analyze and demonstrate effective leadership styles and skills within the varied and complex settings of the current healthcare environment. The course introduces the student to principles and theories of leadership, explores the concepts of emotional intelligence, communication, motivation, accountability, interprofessional team building and leadership development and how each of those concepts influences leadership and organizational performance. Students will analyze and critically critique their own leadership skill and styles using self-assessment tools and complete case studies and research papers.

II. Elective course (3 credits)

Summer I (One 7-week module offered online)
Elective: MHM504 (3 credits) Economics for Healthcare Management
The primary object of this course is to provide students an overview of economics in healthcare. The course introduces students a number of topics including basic economic principles in health economics, supply and demand for health and health care, cost-benefit and cost-effective analysis, health insurance markets, regulation of health care and insurance markets, and the comparative performance of national healthcare systems. Students will read the recent health economics papers and reports to gain familiarity with the use of the economic tools in healthcare market.

Summer II (One 7-week module offered online)
I. MHM505 (3 credits) Healthcare Information Systems Management
This course will cover strategies for successfully acquiring and implementing health information systems; efficient methods for assessing the value of a system; changes in payment reform initiatives; new information on the role of information systems in managing population health; and a wealth of updated case studies of organizations experiencing management-related system challenges.

Fall II (Two 7-week modules offered online)
I. MHM506 (3 credits) Healthcare Operations & Process Improvement
This graduate-level course is fully devoted to the factors that impact the design, improvement and management of Healthcare Operations. Through simulations, real-world cases, and text & video lectures the course examines how these activities interact with Healthcare functions (i.e. Hospital Operations, Medical Offices, etc.). This course covers the body of knowledge for the Lean Six Sigma Yellow Belt certification.

II. MHM507 (3 credits) Healthcare Quality Science
This course provides a framework, strategies, and practical tactics to help all healthcare professionals to learn, teach, and lead quality and safety improvement effort.

Spring II (Two 7-week modules offered online)
I. Elective course (3 credits)

II. MHM515 Practicum for Healthcare Management Professionals
The purpose of the course is to allow students to engage in a practicum experience to demonstrate competencies developed throughout the MHM program, in a health organization of their choice, with the instructor's approval. The student will apply

theoretical and practical knowledge learned in the program to an actual healthcare setting. The online seminar allows students to share practicum experiences with their peers and instructor to further practice learned concepts. Students will obtain valuable feedback and advice from their classmates and instructor, to further develop professional skills and abilities in the field.

**b. Are there specializations and/or tracks/options/sub-plans/concentrations? If so, describe required courses in area of specialization or tracks/options/sub-plans/concentrations.**

Students may choose to complete one certificate (either Certificate 1 or Certificate 2), or both certificates.

Two Certificates (4 courses each):
**Certificate 1.** Health Leadership and Administration
a. MHM501 (3 credits) Health Care in America
b. MHM502 (3 credits) Leadership in Health Administration
c. MHM503 (3 credits) Financial Management of Healthcare Organizations
d. Elective course; MHM504, MHM509, or MHM510 (3 credits)

**Certificate 2.** Quality Improvement, Process Measurement, and Information Systems Management
a. MHM505 (3 credits) Healthcare Information Systems Management
b. MHM506 (3 credits) Healthcare Operations & Process Improvement
c. MHM507 (3 credits) Healthcare Quality Science
d. Elective course; MHM504, MHM508, MHM509, or MHM510 (3 credits)

To receive an MS Healthcare Management degree, students will complete both certificates, an additional elective course, and a practicum course (MHM515).

**Complete Program.** MS Healthcare Management (30 credits)
a. Certificate 1
b. Certificate 2
c. Elective course MHM504, MHM508, MHM509, or MHM510 (3 credits)
d. MHM515 Practicum for Healthcare Management Professionals

**c. Course distribution requirements, if any, within program.**

Not applicable

**d. Total number of free electives available after specialization requirements are satisfied.**

Students will take one elective for each certificate. The entire degree requires completion of three of four electives.

**Electives:**

MHM504 (3 credits) Economics for Healthcare Management
The primary objective of this course is to provide students an overview of economics in healthcare. The course introduces students a number of topics including basic economic principles in health economics, supply and demand for health and health care, cost-benefit and cost-effective analysis, health insurance markets, regulation of health care and insurance markets, and the comparative performance of national healthcare systems. Students will read the recent health economics papers and reports to gain familiarity with the use of the economic tools in healthcare market.

MHM508 (3 credits) Data Analytics for Healthcare Management
This course will cover how to best analyze, categorize, and manage data that are encountered in healthcare industry; statistical analysis techniques; value-based purchasing analytics and risk adjustment.

MHM509 (3 credits) Law and Ethics in Healthcare Management
The purpose of the course is two-fold: (1) to introduce students to basic legal principles applicable to a variety of activities in the healthcare arena and (2) to alert students in the healthcare professions to the possible involvement of law in their work. Students are expected to be able to critique legal principles and assigned judicial decisions. Critical thinking is essential, as well as application of legal principles to a variety of factual situations. Students will develop ability to recognize the possibility of legal involvement in a variety of fictional healthcare scenarios. A term paper discussing legal issues (of each student's individual choice) is required.

MHM510 (3 credits) Strategic Marketing for Healthcare Management
This course introduces healthcare professionals to marketing fundamentals and applications in healthcare organizations; addresses how the rapidly changing environment and consumer behavior can impact organizational decisions related to value creation, strategy, and innovation.

**e. Total number of credits required for completion of program or for graduation. Present evidence that the program is of appropriate length as illustrated by conformity with appropriate accrediting agency standards, applicable industry**

**standards, or other credible measure, and comparability of lengths with similar programs in the state or region.**

Each of two stackable certificates offered will consist of four courses at three credits each for a total of 12 credits, which is consistent with other graduate certificate programs offered at URI. Students may complete one certificate of their choosing or both certificates.

The total requirements for the MS Healthcare Management degree is 30 credits that include the two stackable certificates, one additional three credit elective course, and a practicum course.

According to Hanover Research (January 2019), 14 similar graduate healthcare management programs in the region range between 33 and 50 credits. The Academic Health Collaborative requested that this program range from 30-36 credits. This program's design at 30 credits allows for efficiency as well as flexibility in this competitive market.

**f. Identify any courses that will be delivered or received by way of distance learning (refer to *Policy on Distance Learning, Council on Postsecondary Education, State of Rhode Island and Providence Plantations*).**

Most courses offered in this program will be offered online, in an asynchronous format.

**g. Is the program content guided by program-specific accreditation standards or other outside guidance?**

Hanover Research (January 2019) suggest that our graduate healthcare program should seek accreditation from Commission on Accreditation of Healthcare Management Education (CAHME), because there are only four other CAHME programs in New England that have attained this status, and no other programs in Rhode Island that are CAHME accredited. We aim to ultimately attain this accreditation.

**E2. Describe certification/licensing requirements, if any, for program graduates and the degree to which completion of the required course work meets said requirements. Indicate the agencies and timetables for graduates to meet those requirements.**

The program will be subject to AACSB review.

**E3. Include the learning goals (what students are expected to gain, achieve, know, or demonstrate by completion of the program) and requirements for each program.**

Graduates will apply health policy concepts, best business practices, and sound leadership skills to effectively and efficiently manage health care in complex health organizations.

Graduates will recognize that acquired skills should be applied to provide access to all for higher quality care at lower costs.

**E4. Demonstrate that student learning is assessed based on clear statements of learning outcomes and expectations.**

- LO1 *Manage* complex health organizations as effective and highly skilled health care leaders.
  1.1 Explain, analyze, and evaluate the U.S. health care system; its organizational structure, financing, delivery, and stakeholder perspectives.
  1.2 Describe, interpret, analyze and demonstrate effective leadership styles and skills within the varied and complex settings of the current healthcare environment.

- LO2 *Improve* processes and quality of health care as experts in health information systems.
  2.1 Describe the implementation and utilization of health systems information to develop, analyze, and make decisions to improve processes and quality of health care.
  2.2 Demonstrate the ability to access, utilize, and evaluate health data for policy, operational and strategic decisions.

- LO3 *Integrate* leadership and knowledge of health care systems by designing an original project to enhance management of patient care/quality in a real-world setting.
  3.1 Design a culminating practicum experiential project that integrates competencies and skills within a health care organization.

**E5. Provide an assessment plan detailing what a student should know and be able to do at the end of the program and how the skills and knowledge will be assessed. Consult with the Office of Student Learning, Outcomes Assessment, and Accreditation (SLOAA) to prepare a Learning Outcomes Assessment Plan for student learning assessment. Following consultation, submit a final draft of the plan to the Chair of the Learning Outcomes Oversight Committee (LOOC) for approval by the full Learning Outcomes Oversight Committee.**

| | LO1.1 | LO1.2 | LO2.1 | LO2.2 | LO3.1 |
|---|---|---|---|---|---|
| MHM501 | I | | | | I |
| MHM502 | | I,R,E | | | R |
| MHM503 | I,R,E | | | | R |
| MHM505 | | | I | I,R | I |
| MHM506 | I,R | | | R | R |
| MHM507 | | | R | R | R |
| MHM515 | | E | | E | E |
| Electives | | | | | |
| MHM504 | E | | | R | |
| MHM508 | | | E | E | |
| MHM509 | R | R | | | |
| MHM510 | E | E | | E | |

I = Introduce

R = Reinforce

E = Emphasize

- LO1 *Manage* complex health organizations as effective and highly skilled health care leaders.
  1.1 Explain, analyze, and evaluate the U.S. health care system; its organizational structure, financing, delivery, and stakeholder perspectives.
  1.2 Describe, interpret, analyze and demonstrate effective leadership styles and skills within the varied and complex settings of the current healthcare environment.

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- LO3 *Integrate* leadership and knowledge of health care systems by designing an original project to enhance management of patient care/quality in a real-world setting.
  3.1 Design a culminating practicum experiential project that integrates competencies and skills within a health care organization.

**F. FACULTY AND STAFF: The faculty and support staff for the program should be sufficient in number and demonstrate the knowledge, skills, and other attributes necessary to the success of the program.**

**F1. Describe the faculty who will be assigned to the program. Indicate total full-time equivalent (FTE) positions required for the program, the proportion of program faculty who will be in tenure-track positions, and whether faculty positions will be new positions or reassignment of existing positions. What are the minimal degree level and academic/technical field requirements and certifications required for teaching in this program?**

Assigned faculty are all qualified to teach in the program and consist of:
a. Three tenure track Ph.D.s from the College of Business
b. One tenure track Ph.D. from the College of Pharmacy
c. Two Ph.D. senior lecturers from the College of Business
d. One Ph.D. from the College of Arts and Sciences
e. One M.S. senior lecturer from the College of Business
f. Two adjunct professors (one J.D., one M.S. retired nurse).

Tenure track faculty in the College of Business will be each be reassigned for one course per year. Faculty and adjuncts outside the College of Business will be compensated on a per course basis.

No new tenure track positions are required.

**G. STUDENTS: The program should be designed to provide students with a course of study that will contribute to their intellectual, social, and economic well-being. Students selected should have the necessary potential and commitment to complete the program successfully.**

**G1. Describe the potential students for the program and the primary source of students. Indicate the extent to which the program will attract new students or will draw students from existing programs and provide a specific rationale for these assumptions. For graduate programs, indicate which undergraduate programs would be a potential source of students.**

Hanover Research (January 2019) indicates that the target audience should be health care leaders, emerging leaders, front-line providers such as physicians and nurse managers.

Our survey suggests that manager/supervisors, nurses, administrators and administrative staff would have an interest in the program. Survey respondents came from private health practices, hospitals, a public health clinic, home health agency, rehabilitation facility, pharmacy, and insurance companies. Over time, courses in our

MBA health care focus courses have included physicians, hospital human resource professionals, grant writers, pharmacy professionals, and insurance professionals.

We would anticipate that physicians may just choose to obtain the Health Leadership and Administration Certificate, while data analytic professionals may choose the Quality Improvement, Process Measurement, and Information Systems Management. Others would complete the entire degree. The major benefit of the program is the flexibility allowed and the offerings of four elective courses in addition to seven

## H. EVALUATION: Appropriate criteria for evaluating the success of a program should be developed and used.

### H1. List the performance measures by which the institution plans to evaluate the program. Indicate the frequency of measurement and the personnel responsible for performance measurements. Describe provisions made for external evaluation, as appropriate.

Performance will be measured by course enrollment, and course and program completion. Program assessment will be completed according to Association to Advance Collegiate Schools of Business guidelines and university guidelines administered by the Office for the Advancement of Teaching and Learning.

## I. IS THE PROGRAM FINANCIALLY VIABLE?

### I1. ALL PROPOSALS: Complete the Rhode Island Office of Postsecondary Commissioner Budget Form demonstrating that existing funds are sufficient for carrying out the program. The completed proposal with Budget Form requires review by the URI Budget and Financial Planning Office. Proposers shall request a Statement of No Financial Impact from the URI Budget and Financial Planning Office.

See attached budget.

Budget Assumptions:

Tuition Revenue:
As an accelerated on-line program, tuition revenue is established in consultation with the provost's office, based on market evidence from Hanover Research (table from section B2. included above). We propose tuition revenue in the amount of $800 per credit. This amount is slightly more than in-state graduate tuition of $736 per credit, and comparable to other programs in our region. While we anticipate that most students may be initially from Rhode Island, this amount is attractive for out-of-state students,

and in-line with competitors. The total tuition for 30 credits will total $24,000, which is competitive with other programs as indicated in the Hanover Research.

Because tuition is differentially determined, we propose a per course stipend for part-time faculty, and faculty outside the College of Business in the amount of $5,000. This amount is slightly larger than the average part-time faculty rate of $4,101, and average overload rate for a tenure track faculty member of $4,400. For three courses taught by tenure track faculty in the College of Business, we expect that the courses will be taught within-load. If for some reason, that is not the case, the faculty would receive the same $5,000 amount. Should that occur, the estimated cost for the program would increase.

The $5,000 annual stipend will continue for the director of the graduate healthcare management program who will manage admissions and advising. For public relations dollars in operating expenses, we anticipate that $5,000 may initially be drawn from the college's marketing budget. In future, the amount may decrease, or may be covered from the program's tuition revenue.

At the time of this proposal, we do not need and are not requesting any new faculty hires. Payment of two part-time adjunct faculty for two courses ($10,000 total), and two tenure track faculty outside of the College of Business for two courses ($10,000 total) would be covered by tuition program revenue.

Because the program is fully online, no facilities or equipment is required.

The program would breakeven at about 15 students.

**LIBRARY IMPACT STATEMENT (New Program Proposal)**
**LIBRARIAN'S ASSESSMENT**

The Collection Management Officer will complete this form as requested, assessing library materials and collections as detailed below, returning. Subject selectors who receive requests for Library Impact Statements for new programs should forward those requests to the CMO.

Program: Health Leadership and Administration and Quality Improvement Process Measurement, and Information Systems Management leading to Master of Science Healthcare Management

Department, College: _Accounting, Healthcare Management, College of Buisness

Faculty Member: _Kathryn Jervis

Date returned to Faculty: _4/19/19

Librarian Completing Assessment: Joanna M. Burkhardt

Collection Management Officer: Joanna M. Burkhardt

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Assessment of:

- Suitability of existing library resources;
- New library resources required to support the program;
- Information skills education required by the students; and
- Funds needed for library materials and services.

Please include:

1. What library holdings already exist in relevant subject categories? How much money is now allocated in the program subject area?

   The library has current holdings in all relevant subject categories, both monographs and journals. The 2018-19 allocation for monographs for Business is approximately $12,000. The cost of journal subscriptions and databases is not broken out by department or college.

2. Does URI have the essential journals as noted in the Faculty Questionnaire?

   The University Libraries have the essential journal noted in the Faculty Questionnaire, except for: Harvard Business Review. The Frontiers of Health Service Management journal is only current through 2017.

3. What new resources are required to support the program (including media, electronic, or other non-print materials)?

My general sense it that the libraries have access to enough materials to support the curriculum for this program. We do not have a means to subscribe to the Harvard Business review, but students can certainly gain access to specific articles through Interlibrary Loan. No new library resources are required to support the program.

4. What information mastery sessions will be required for the students?

   Information mastery sessions for any of the courses in the program are possible. Each instructor may contact the Public Services Department Instruction Unit at the beginning of any semester to schedule a class. Individual instructors should determine the need, based on their students.

5. What is the approximate cost to acquire the materials necessary? Which of these will be continuing costs?

   There are no new continuing or one-time costs necessary to support this program.

rev 3-2-17

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LEARNING OUTCOMES
OVERSIGHT COMMITTEE

THINK BIG WE DO™

Edwards Hall, 64 Upper College Road, Kingston, RI 02881 p: 401.874.4274

MEMORANDUM

July 16, 2019

To: Kathryn Jervis (College of Business)

From: Kris Bovy, LOOC Chair Kris Bovy

Re: Review of Assessment Plans for Healthcare Management (MS), Certificate in Health Leadership and Administration, and Certificate in Quality Improvement, Process Measurement, and Information Systems Management

This memo and the attached SLOAA-LOOC Plan Review Feedback Form constitute approval of your Program Assessment Plans for the proposed Healthcare Management (MS), Certificate in Health Leadership and Administration, and Certificate in Quality Improvement, Process Measurement, and Information Systems Management.

The new version of the plans (also attached) has the approval date on the first page, and should replace any previous versions of this document. Please include this letter and the attachments in your program proposal, and **ensure that any language relating to learning outcomes, goals, etc. in your final proposal aligns with the final approved draft** of the Assessment Plan.

Good luck with your full proposal!

Cc: E. Finan

Attachments

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# NEW PROGRAM ASSESSMENT PLAN REVIEW

**Date SLOAA review:** 07/2019
**Date LOOC* review:** 07/2019

*(LOOC Chair and review subcommittee)

**Academic Program/Degrees:**

1) Healthcare Management, MS
2) Graduate Certificate in Health Leadership and Administration
3) Graduate Certificate in Quality Improvement, Process Management, and Information Systems Management

**College:** College of Business

**Date Final New Program Assessment Plan Submitted to SLOAA:** June 2019

**Faculty Member(s) Submitting Plan Proposal:** Kathryn Jervis

**FEEDBACK**

**Strengths:**

**SLOAA**:

- The documentation for the accelerated interdisciplinary online professional graduate program and two graduate certificates is thorough, with broad goals and well-defined learning outcomes for each; the proposal materials provided excellent context for each of the Assessment Plans including plans for seeking specialized accreditation.
- The "stackable" nature of the certificates, which can accumulate toward the completion of the Master's degree, is enhanced by additional coursework and a culminating program experience when pursuing the Masters, although the certificates can be successfully completed as separate credentials allowing for cumulative and flexible degree completion.
- Certificates provide coursework with targeted goals and specific learning outcomes which indicate specialized knowledge and abilities directly aligned with (and a subset of) the Master's program. Choices of electives also indicate support of specific learning outcomes
- The self-designed practicum experience provides an excellent opportunity to examine all outcomes for the Master's program and is linked to each at the end of the curriculum.

**LOOC:**

- The Healthcare Management (MS) appears to be a coherent degree built on two separate, well-defined, but linked certificates. As stated by SLOAA (above), the "stackable" nature of the certificates provides flexibility for students, allowing for students to get a credential quickly, but also be enticed to finish the full degree.
- Each certificate has a clearly defined goal with measurable outcomes. These two outcomes, along with the practicum, are logical for the full degree.
- The culminating practicum seems designed to pull the entire degree together for the students.
- The proposed method of assessment is strong; outcomes will be assessed through a variety of assignments in required courses using rubrics.

**Suggestions for improvement:**

**SLOAA**:

- Program responded to all Suggestions during the development of the final Plans; see Issues of Note below.

**LOOC:**

- Program responded to all Suggestions during the development of the final Plans; see Issues of Note below.

**Issue(s) of note:**

**SLOAA:**

- NOTE: This feedback includes thoughts for both the Masters and the 2 certificates.
- Program responded to several suggestions throughout the consultation process and consulted with SLOAA through several iterations of the Plan and certificates.
- Once the program launches, rubrics created to score learning will take shape. Several pieces of student work, as noted in the plan, might provide the best picture of achievement for learning outcomes, or specific key/signature assignments might work well for overall assessment and improve manageability of the process.
- It would be important for offsite supervisors during the internship or directed study portion of the program be provided with the learning goals and criteria so their feedback on student performance can be aggregated across the student population to generalize results to the program-level.

**LOOC:**

- The program was asked by LOOC to revise the two certificate plans in order to better align the elective courses with the outcomes. They responded quickly and made changes that improved the plans.
- The success of the assessment process will depend on how well the rubrics are developed and whether faculty can agree on how to use the rubric scoring. The program will need to ensure that they can be used for both the Masters and certificate programs.
- In future assessment cycles, you might re-visit the wording for Outcomes 1.1, 1.2, 2.1 and 2.2. These could be simplified by referencing only the highest skill level graduates are expected to demonstrate (e.g., 1.1: "Analyze and evaluate the U.S. health care system…"; 1.2: Demonstrate effective leadership skills…"; 2.1: "Analyze and evaluate the implementation and utilization of health systems information to improve processes and quality health care.")

**Assessment Plan Designation**:

| 1 **X** | 2 | 3 |
|---|---|---|
| The Assessment Plans are ready for implementation. | The Assessment Plan can be implemented after minor revisions, as indicated, and does not require further review. | The Assessment Plan requires revisions, and should be submitted for further review after revisions, by date: |

| Program Information | | Reviewer Ratings & Comments | | | | |
|---|---|---|---|---|---|---|
| Information box complete | | ☒ Yes ☐ Incomplete | | ***Suggestions:*** | | |
| **Criteria** | | ***Efficacy of Plan Description & Content*** | | | | ***Suggestions for improvement*** |
| | | **Less Developed** | **Developing** | **Well Developed** | **Not addressed** | |
| **PART I** | **1. Program goals** | | | | | |
| | a. Broad statements of program learning goals | ☐ | ☐ | ☒ | ☐ | |
| | b. Limited in number (ideally 2-5) | ☐ | ☐ | ☒ | ☐ | |
| **PART II** | **2. Learning outcomes/competencies** | | | | | |
| | a. Linked to goals (numbered 1.1 etc.) | ☐ | ☐ | ☒ | ☐ | |
| | b. Each goal is represented by at least one outcome | ☐ | ☐ | ☒ | ☐ | |
| | c. Statements are observable/measurable | ☐ | ☐ | ☒ | ☐ | |
| | d. Directed at what students will know or be able to do | ☐ | ☐ | ☒ | ☐ | Might consider simplifying wording of learning outcomes to emphasize highest skill level. |
| | e. Reasonable number (ideally 1-3 per goal) | ☐ | ☐ | ☒ | ☐ | |
| | **3. Curriculum Map** | | | | | |
| | a. Program requirements are listed, developmentally when possible | ☐ | ☐ | ☒ | ☐ | |
| | b. Outcomes are linked to appropriate requirements | ☐ | ☐ | ☒ | ☐ | |
| **PART III** | **4. Assessment Timeline (3-year plan)** | | | | | |
| | a. Assessment Reporting Period 1 is thoroughly presented | ☐ | ☐ | ☒ | ☐ | |
| | b. Assessment Reporting Periods 2 and 3 are presented | ☐ | ☐ | ☒ | ☐ | |
| | c. All goals are represented by at least one outcome somewhere in the 3 reporting periods | ☐ | ☐ | ☒ | ☐ | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | d. Requirements are clearly stated and connected to outcomes (from Curriculum Map) | ☐ | ☐ | ☒ | ☐ | |
| | e. Evidence is stated for each designated outcome | ☐ | ☐ | ☒ | ☐ | |
| | f. Selection of evidence takes advantage of existing indicators | ☐ | ☐ | ☒ | ☐ | Evidence embedded within course requirements. |
| | g. Evidence is stated in enough detail to guide assessment activities | ☐ | ☐ | ☒ | ☐ | Several artifacts are identified. |
| | h. Evidence is feasible for collection within the timeline | ☐ | ☐ | ☒ | ☐ | |
| | i. Methods for quantifying evidence are stated for each designated outcome | ☐ | ☐ | ☒ | ☐ | Multiple sources of direct evidence are identified for each learning outcome. |
| | j. Methods are appropriate for evidence | ☐ | ☒ | ☐ | ☐ | Rubrics will be developed and should provide valuable insight into strengths and weaknesses of student ability that are linked specifically to criteria for the achievement of the learning outcomes. The elements will need to be flexible enough for use across different types of work and will be useful for both the Masters program and the certificates. |
| | | | | | | |

THE UNIVERSITY OF RHODE ISLAND

# Student Learning Outcomes Assessment Plan For Accredited and Non-Accredited Graduate Programs, all New Programs and Certificates

Identified programs must have clearly articulated program goals (Section I) and student learning outcomes statements linked to curriculum and course experiences/requirements (Section II). This Assessment Plan will help programs determine the extent to which these outcomes are aligned with courses and other program requirements providing students with opportunities to develop and master the learning outcomes by graduation. As part of the Plan, each program will also create an assessment timeline (Section III) indicating when and how learning outcomes assessment will take place.[1]

**Date SLOAA review:**
**07/2019**
**Date LOOC* review:**
**07/2019**

***(LOOC Chair and review subcommittee)**

## Program Information:

| | |
|---|---|
| **Program:** | Graduate Healthcare Management (College of Business) |
| **Academic year plan submitted:** | 2018-2019 |
| **Degree(s):** | Certificate in Health Leadership and Administration |
| **Department Chair:** | Kathryn J. Jervis |
| **Program Director:** | Kathryn J. Jervis |
| **Accredited Program:** | ☐ **No** ☒ **Yes, next accreditation report due:** Association to Advance Collegiate Schools of Business, 2023. |
| **Published learning outcomes** (provide URL)**:** | Program learning outcomes will be published at https://web.uri.edu/business/m-s-healthcareMGT |

## Section I. Program Goals:

Broad, general statements of what it means to be an effective program in terms of student learning outcomes; what the program wants students to know and be able to do upon completion of the program. Goals should relate to the mission of the department, college, and university in which the program resides. Success in achieving Goals is evaluated directly or indirectly by measuring specific outcomes (Section II) related to the goal.

| | |
|---|---|
| #1 | *Manage* complex health organizations as effective and highly skilled health care leaders. |
| #2 | |
| #3 | |
| #4 | |

*Add lines as necessary

[1] If you have questions or need assistance, please contact: Office of Student Learning, Outcome Assessment, and Accreditation at assess@uri.edu.

THE UNIVERSITY OF RHODE ISLAND

# Student Learning Outcomes Assessment Plan For Accredited and Non-Accredited Graduate Programs, all New Programs and Certificates

**Section II. Curriculum Mapping:** Across the top of the matrix, list courses and other requirements for the program. Order the requirements from left to right in rough chronological sequence, and add a standard description of your program requirements. Down the side, list programmatic student learning outcomes associated with goals. Using the **Map Key** below, indicate the degree to which an outcome will be taught and assessed in relevant courses and by other program requirements.

**Map Key**
I = Outcome Introduced
R = Outcome Reinforced
E = Outcome Emphasized

| **Student Learning Outcomes (Competencies) by Goal:** Statements of observable, measurable results of the educational experience, linked to program goals (Section I), that specify what a student is expected to know or be able to do throughout a program; these must be detailed and meaningful enough to guide decisions in program planning, improvement, pedagogy, and practice. | | MHM501 Health Care in America | MHM502 Leadership in Health Admin. | MHM503 Financial MGT for Healthcare | Electives (Choose 1 of 4) | MHM504 Economics HC Management | MHM509 Law and Ethics in Healthcare MGT | MHM510 Strategic Marketing for Healthcare Management | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Goal #1 | 1.1 Explain, analyze, and evaluate the U.S. health care system; its organizational structure, financing, delivery, and stakeholder perspectives. | I | | I,R,E | | E | R | E | | | | | | | |
| | 1.2 Describe, interpret, analyze and demonstrate effective leadership styles and skills within the varied and complex settings of the current healthcare environment. | | I,R,E | | | | R | E | | | | | | | |

*Add lines as necessary

THE UNIVERSITY OF RHODE ISLAND

# Student Learning Outcomes Assessment Plan For Accredited and Non-Accredited Graduate Programs, all New Programs and Certificates

**Section III. Assessment Timeline:** Indicates when and how student learning will be assessed based on learning outcome statements and expectations. Refer to the curriculum map to propose an assessment timeline in which you will plan to assess the program-level student learning outcomes.

Note: Specify a 6-year plan for assessment to represent **3 two-year reporting periods**:

- Assessment Reporting Period 1: the first academic year in which the program would plan to assess at least one outcome.
- Assessment Reporting Period 2: follows two years later, with plans defined for assessing another outcome(s).
- Assessment Reporting Period 3: follows two years later, with plans defined for assessing additional outcome(s).

All goal areas should be assessed by at least one outcome during the 6-year plan.

| Academic Years | Outcome(s) | Course(s) and Other Program Requirements | Assessment Evidence (direct/indirect) | Assessment Method |
|---|---|---|---|---|
| | WHICH outcome(s) will you examine in each period (use number(s) from curriculum map, e.g. 1.1) | WHERE will you look for evidence of student learning (i.e., what course(s)/program requirements)? Designate for each outcome. | WHAT student work or other evidence will you examine in order to generate conclusions and recommendations? Designate for each requirement. | HOW will you look at the evidence; what means will you use to quantify the evidence? Designate for each source of evidence. |
| **Assessment Reporting Period 1 Report Due May 20XX*** | | | | |
| **Assessment Reporting Period 2 Report Due May 20XX** | | | | |
| **Assessment Reporting Period 3 Report Due May 20XX** | | | | |

* Initial reporting year is established by the program and will depend on the anticipated timeframe for program implementation.

THE UNIVERSITY OF RHODE ISLAND

# Student Learning Outcomes Assessment Plan For Accredited and Non-Accredited Graduate Programs, all New Programs and Certificates

Identified programs must have clearly articulated program goals (Section I) and student learning outcomes statements linked to curriculum and course experiences/requirements (Section II). This Assessment Plan will help programs determine the extent to which these outcomes are aligned with courses and other program requirements providing students with opportunities to develop and master the learning outcomes by graduation. As part of the Plan, each program will also create an assessment timeline (Section III) indicating when and how learning outcomes assessment will take place.[1]

**Date SLOAA review:** **07/2019**
**Date LOOC* review:** **07/2019**

***(LOOC Chair and review subcommittee)**

## Program Information:

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| | |
|---|---|
| #1 | *Manage* complex health organizations as effective and highly skilled health care leaders. |
| #2 | *Improve* processes and quality of health care as experts in health information systems. |
| #3 | |
| #4 | |

*Add lines as necessary

[1] If you have questions or need assistance, please contact: Office of Student Learning, Outcome Assessment, and Accreditation at assess@uri.edu.

THE UNIVERSITY OF RHODE ISLAND

# Student Learning Outcomes Assessment Plan For Accredited and Non-Accredited Graduate Programs, all New Programs and Certificates

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**Program:**

**Map Key**
I = Outcome Introduced
R = Outcome Reinforced
E = Outcome Emphasized

**Student Learning Outcomes (Competencies) by Goal:**
Statements of observable, measurable results of the educational experience, linked to program goals (Section I), that specify what a student is expected to know or be able to do throughout a program; these must be detailed and meaningful enough to guide decisions in program planning, improvement, pedagogy, and practice.

**Course Numbers/Program Requirements:**
In addition to specific courses, this can include internships, portfolios, and other requirements not associated with a course number, such as thesis/dissertation proposals, thesis/dissertation defenses, and comprehensive examinations.

| | | MHM505 Healthcare Information Systems | MHM506 Healthcare Operations -Process | MHM507 Healthcare Quality Science | Electives (Choose 1 of 4) | MHM504 Economics HC Management | MHM508 Data Analytics for Healthcare | MHM509 Law and Ethics in Healthcare MGT | MHM510 Strategic Marketing for Healthcare Management | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Goal #1 | 1.1 Explain, analyze, and evaluate the U.S. health care system; its organizational structure, financing, delivery, and stakeholder perspectives. | | I,R | | | E | | R | E | | | | | | | |
| Goal #2 | 2.1 Describe the implementation and utilization of health systems information to develop, analyze, and make decisions to improve processes and quality of health care.<br>2.2 Demonstrate the ability to access, utilize, and evaluate health data for policy, operational and strategic decisions. | I<br>I,R | R | R<br>R | | R | E<br>E | | E | | | | | | | |
| Goal #3 | | | | | | | | | | | | | | | | |
| Goal #4 | | | | | | | | | | | | | | | | |
| Goal #5 | | | | | | | | | | | | | | | | |
| Goal #6 | | | | | | | | | | | | | | | | |

*Add lines as necessary

THE UNIVERSITY OF RHODE ISLAND

# Student Learning Outcomes Assessment Plan For Accredited and Non-Accredited Graduate Programs, all New Programs and Certificates

**Section III. Assessment Timeline:** Indicates when and how student learning will be assessed based on learning outcome statements and expectations. Refer to the curriculum map to propose an assessment timeline in which you will plan to assess the program-level student learning outcomes.

Note: Specify a 6-year plan for assessment to represent **3 two-year reporting periods**:

- Assessment Reporting Period 1: the first academic year in which the program would plan to assess at least one outcome.
- Assessment Reporting Period 2: follows two years later, with plans defined for assessing another outcome(s).
- Assessment Reporting Period 3: follows two years later, with plans defined for assessing additional outcome(s).

All goal areas should be assessed by at least one outcome during the 6-year plan.

| Academic Years | Outcome(s) | Course(s) and Other Program Requirements | Assessment Evidence (direct/indirect) | Assessment Method |
|---|---|---|---|---|
| | WHICH outcome(s) will you examine in each period (use number(s) from curriculum map, e.g. 1.1) | WHERE will you look for evidence of student learning (i.e., what course(s)/program requirements)? Designate for each outcome. | WHAT student work or other evidence will you examine in order to generate conclusions and recommendations? Designate for each requirement. | HOW will you look at the evidence; what means will you use to quantify the evidence? Designate for each source of evidence. |
| **Assessment Reporting Period 1 Report Due May 20XX*** | | | | |
| **Assessment Reporting Period 2 Report Due May 20XX** | | | | |
| **Assessment Reporting Period 3 Report Due May 20XX** | | | | |

* Initial reporting year is established by the program and will depend on the anticipated timeframe for program implementation.

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# Student Learning Outcomes Assessment Plan For Accredited and Non-Accredited Graduate Programs, all New Programs and Certificates

Identified programs must have clearly articulated program goals (Section I) and student learning outcomes statements linked to curriculum and course experiences/requirements (Section II). This Assessment Plan will help programs determine the extent to which these outcomes are aligned with courses and other program requirements providing students with opportunities to develop and master the learning outcomes by graduation. As part of the Plan, each program will also create an assessment timeline (Section III) indicating when and how learning outcomes assessment will take place.[1]

**Date SLOAA review:** **07/2019**
**Date LOOC* review:** **07/2019**

*(**LOOC Chair and review subcommittee**)

## Program Information:

| | |
|---|---|
| **Program:** | Graduate Healthcare Management (College of Business) |
| **Academic year plan submitted:** | 2018-2019 |
| **Degree(s):** | Master of Science in Healthcare Management |
| **Department Chair:** | Kathryn J. Jervis |
| **Program Director:** | Kathryn J. Jervis |
| **Accredited Program:** | ☐ **No** ☒ **Yes, next accreditation report due:** Association to Advance Collegiate Schools of Business, 2023. |
| **Published learning outcomes** (provide URL)**:** | Program learning outcomes will be published at https://web.uri.edu/business/m-s-healthcareMGT |

## Section I. Program Goals:

Broad, general statements of what it means to be an effective program in terms of student learning outcomes; what the program wants students to know and be able to do upon completion of the program. Goals should relate to the mission of the department, college, and university in which the program resides. Success in achieving Goals is evaluated directly or indirectly by measuring specific outcomes (Section II) related to the goal.

**Graduates of this program will:**

| | |
|---|---|
| #1 | *Manage* complex health organizations as effective and highly skilled health care leaders. |
| #2 | *Improve* processes and quality of health care as experts in health information systems. |
| #3 | *Integrate* leadership and knowledge of health care systems by designing an original project to enhance management of patient care/quality in a real-world setting. |

[1] If you have questions or need assistance, please contact: Office of Student Learning, Outcome Assessment, and Accreditation at assess@uri.edu.

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# Student Learning Outcomes Assessment Plan For Accredited and Non-Accredited Graduate Programs, all New Programs and Certificates

**Section II. Curriculum Mapping:** Across the top of the matrix, list courses and other requirements for the program. Order the requirements from left to right in rough chronological sequence, and add a standard description of your program requirements. Down the side, list programmatic student learning outcomes associated with goals. Using the **Map Key** below, indicate the degree to which an outcome will be taught and assessed in relevant courses and by other program requirements.

**Map Key**
I = Outcome Introduced
R = Outcome Reinforced
E = Outcome Emphasized

| **Student Learning Outcomes (Competencies) by Goal:** Statements of observable, measurable results of the educational experience, linked to program goals (Section I), that specify what a student is expected to know or be able to do throughout a program; these must be detailed and meaningful enough to guide decisions in program planning, improvement, pedagogy, and practice. | | MHM501 Health Care in America | MHM502 Leadership in Health Admin. | MHM503 Financial MGT for Healthcare | MHM505 Healthcare Information Systems | MHM506 Healthcare Operations -Process | MHM507 Healthcare Quality Science | MHM515 Practicum for Healthcare MGT | Electives (Choose 3 of 4) | MHM504 Economics HC Management | MHM508 Data Analytics for Healthcare | MHM509 Law and Ethics in Healthcare MGT | MHM510 Strategic Marketing for Healthcare Management | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Goal #1 | 1.1 Explain, analyze, and evaluate the U.S. health care system; its organizational structure, financing, delivery, and stakeholder perspectives.<br>1.2 Describe, interpret, analyze and demonstrate effective leadership styles and skills within the varied and complex settings of the current healthcare environment. | I | I,R, E | I,R,E | | I,R | | E | | E | | R<br>R | E<br>E | | |
| Goal #2 | 2.1 Describe the implementation and utilization of health systems information to develop, analyze, and make decisions to improve processes and quality of health care.<br>2.2 Demonstrate the ability to access, utilize, and evaluate health data for policy, operational and strategic decisions. | | | | I<br>I,R | R<br>R | R<br>R | E | | R | E<br>E | | E | | |
| Goal #3 | 3.1 Design a culminating practicum experiential project that integrates competencies and skills within a health care organization. | I | R | R | I | R | R | E | | | | | | | |

*Add lines as necessary

THE UNIVERSITY OF RHODE ISLAND

# Student Learning Outcomes Assessment Plan For Accredited and Non-Accredited Graduate Programs, all New Programs and Certificates

**Section III. Assessment Timeline:** Indicates when and how student learning will be assessed based on learning outcome statements and expectations. Refer to the curriculum map to propose an assessment timeline in which you will plan to assess the program-level student learning outcomes.

Note: Specify a 6-year plan for assessment to represent **3 two-year reporting periods**:

- Assessment Reporting Period 1: the first academic year in which the program would plan to assess at least one outcome.
- Assessment Reporting Period 2: follows two years later, with plans defined for assessing another outcome(s).
- Assessment Reporting Period 3: follows two years later, with plans defined for assessing additional outcome(s).

All goal areas should be assessed by at least one outcome during the 6-year plan.

| Academic Years | Outcome(s) | Course(s) and Other Program Requirements | Assessment Evidence (direct/indirect) | Assessment Method |
|---|---|---|---|---|
| | WHICH outcome(s) will you examine in each period (use number(s) from curriculum map, e.g. 1.1) | WHERE will you look for evidence of student learning (i.e., what course(s)/program requirements)? Designate for each outcome. | WHAT student work or other evidence will you examine in order to generate conclusions and recommendations? Designate for each requirement. | HOW will you look at the evidence; what means will you use to quantify the evidence? Designate for each source of evidence. |
| **Assessment Reporting Period 1 Report Due May 2021*** | 1.1 | MHM501 Health Care in America | Pro / con debate arguments; weekly quiz. | Utilize rubric for pro/con debate; quiz grade. |
| | 1.2 | MHM502 Leadership in Health Administration | Case Study Analysis and Research paper | Use of rubric to evaluate analysis and paper. |
| | 1.1 | MHM503 Financial Management of Healthcare Organizations | Group Project on Hospital Financial Statement Analysis | Utilize rubric to evaluate calculations, interpretations, and implications from financial analysis |
| **Assessment Reporting Period 2 Report Due May 2023** | 2.2 | MHM506 Healthcare Operations and Process Improvement | Case study to for cost calculation in the process improvement process | Utilize rubric to evaluate calculations, interpretations, and implications for process improvement. |
| | 2.1, 2.2 | MHM507 Healthcare Quality Science | Group Project on Healthcare Quality and Safety with the covered tools and measures. | Use rubric to verify how students identify, analyze, and evaluate the problems, develop and explain their solutions. |
| **Assessment Reporting Period 3 Report Due May 2025** | 1.2, 2.2, 3 | MHM515 Practicum for Healthcare Management Professionals | Project paper | Utilize rubric to evaluate application of concepts, best practices to health care setting |

* Initial reporting year is established by the program and will depend on the anticipated timeframe for program implementation.

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**BUDGET AND FINANCIAL PLANNING**
Adams House, 85 Upper College Road, Kingston, RI 02881 USA p: 401.874.2509 web.uri.edu/budget

DATE: May 15, 2019

TO: Nasser Zawia
Dean, Graduate School

FROM: Linda Barrett
Director, Budget and Financial Planning

SUBJECT: Proposal for an MS in Healthcare Management

As requested in an email from Kathryn Jervis, Professor of Accounting in the College of Business, dated April 23, 2019, the Budget and Financial Planning Office has reviewed the original and revised submitted documents related to the proposal for an MS in Healthcare Management.

The Budget and Financial Planning Office, including communication with Enrollment Services, concurs that the request for an MS in Healthcare Management is expected to have a positive net revenue impact on the Fund 100 unrestricted budget as it has been presented.

Please let us know if you require any further information.

cc: Donald DeHayes
Laura Beauvais
Maling Ebrahimpour
Cheryl Hinkson
Joanne Lawrence
Margaret Benz
Dean Libutti
Matthew Bodah
Shaw Chen
Colleen Robillard
John Humphrey
Kathryn Jervis

Office/BudgetImpactStatements/MSinhealthcaremanagement/BudgetImpactStatementLetter.final

*The University of Rhode Island is an equal opportunity employer committed to community, equity, and diversity and to the principles of affirmative action.*

## ACADEMIC PROGRAM BUDGET FORM

Use this form for programs that can be pursued on a full-time basis, part-time basis, or through a combination of full-time and part-time attendance. **Page 1 of 3**

Choose one: □ Full-time □ Part-time □ Combination of full- and part-time

**REVENUE ESTIMATES**

| | Year 1 2020 | | Year 2 2021 | | Year 3 2022 | | Year 4 2023 | |
|---|---|---|---|---|---|---|---|---|
| Tuition: In-State | | | | | | | | |
| Tuition: Out-State | 12,000.00 | | 12,000.00 | | 12,000.00 | | 12,000.00 | |
| Tuition: Regional | | | | | | | | |
| Mandatory fees per student | | | | | | | | |
| FTE # of New Students: In-State | | | | | | | | |
| FTE # of New Students: Out-State | 15 | | 15 | | 15 | | 15 | |
| # of In-State FTE students transferring in from the institution's existing programs | | | | | | | | |
| # of Out-State FTE students transferring in from the institution's existing programs | | | | | | | | |
| **TUITION AND FEES** | Newly Generated Revenue | Revenue from existing programs | Newly Generated Revenue | Revenue from existing programs | Newly Generated Revenue | Revenue from existing programs | Newly Generated Revenue | Revenue from existing programs |
| **First Year Students** | | | | | | | | |
| In-State tuition | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| Out-of-State tuition | $180,000.00 | $0.00 | $180,000.00 | $0.00 | $180,000.00 | $0.00 | $180,000.00 | $0.00 |
| Regional tuition | | | | | | | | |
| Mandatory fees | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| **Second Year Students** | | | | | | | | |
| In-State tuition | | | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| Out-of-State tuition | | | $180,000.00 | $0.00 | $180,000.00 | $0.00 | $180,000.00 | $0.00 |
| Regional tuition | | | | | | | | |
| Mandatory fees | | | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| **Third Year Students** | | | | | | | | |
| In-State tuition | | | | | | | | |
| Out-of-State tuition | | | | | | | | |
| Regional tuition | | | | | | | | |
| Mandatory fees | | | | | | | | |
| **Fourth Year Students** | | | | | | | | |
| In-State tuition | | | | | | | | |
| Out-of-State tuition | | | | | | | | |
| Regional tuition | | | | | | | | |
| Mandatory fees | | | | | | | | |
| **Total Tuition and Fees** | **$180,000.00** | **$0.00** | **$360,000.00** | **$0.00** | **$360,000.00** | **$0.00** | **$360,000.00** | **$0.00** |
| | | | | | | | | |
| **GRANTS** | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| **CONTRACTS** | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| **OTHER (Specify)** | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| **Total Grants, Contracts, Other** | **$0.00** | **$0.00** | **$0.00** | **$0.00** | **$0.00** | **$0.00** | **$0.00** | **$0.00** |
| | | | | | | | | |
| **TOTAL** | **$180,000.00** | **$0.00** | **$360,000.00** | **$0.00** | **$360,000.00** | **$0.00** | **$360,000.00** | **$0.00** |

NOTE: All of the above figures are estimates based on projections made by the institution submitting the proposal.

## ACADEMIC PROGRAM BUDGET FORM

Use this form for programs that can be pursued on a full-time basis, part-time basis, or through a combination of full-time and part-time attendance. 

**EXPENDITURE ESTIMATES**

| | Year 1 2020 | | Year 2 2021 | | Year 3 2022 | | Year 4 2023 | |
|---|---|---|---|---|---|---|---|---|
| **PERSONNEL SERVICES** | Additional resources required for program | Expenditures from current resources | Additional resources required for program | Expenditures from current resources | Additional resources required for program | Expenditures from current resources | Additional resources required for program | Expenditures from current resources |
| Administrators | $5,000 | | $5,000 | | $5,000 | | $5,000 | |
| Faculty | | $33,500 | | $95,500 | | $95,500 | | $95,500 |
| Support Staff | | | | | | | | |
| Others | | | | | | | | |
| Fringe Benefits % | | | | | | | | |
| | | | | | | | | |
| **Total Personnel** | **$5,000.00** | **$33,500.00** | **$5,000.00** | **$95,500.00** | **$5,000.00** | **$95,500.00** | **$5,000.00** | **$95,500.00** |
| | | | | | | | | |
| **OPERATING EXPENSES** | | | | | | | | |
| Instructional Resources | | | | | | | | |
| Other (specify) | $5,000 | | $5,000 | | $5,000 | | $5,000 | |
| | | | | | | | | |
| **Total Operating Expenses** | **$5,000.00** | **$0.00** | **$5,000.00** | **$0.00** | **$5,000.00** | **$0.00** | **$5,000.00** | **$0.00** |
| | | | | | | | | |
| **CAPITAL** | | | | | | | | |
| Facilities | | | | | | | | |
| Equipment | | | | | | | | |
| Other | | | | | | | | |
| | | | | | | | | |
| **Total Capital** | **$0.00** | **$0.00** | **$0.00** | **$0.00** | **$0.00** | **$0.00** | **$0.00** | **$0.00** |
| | | | | | | | | |
| | | | | | | | | |
| **NET STUDENT ASSISTANCE** | | | | | | | | |
| Assistantships | | | | | | | | |
| Fellowships | | | | | | | | |
| Stipends/Scholarships | | | | | | | | |
| | | | | | | | | |
| **Total Student Assistance** | **$0.00** | **$0.00** | **$0.00** | **$0.00** | **$0.00** | **$0.00** | **$0.00** | **$0.00** |
| | | | | | | | | |
| **TOTAL EXPENDITURES** | **$10,000.00** | **$33,500.00** | **$10,000.00** | **$95,500.00** | **$10,000.00** | **$95,500.00** | **$10,000.00** | **$95,500.00** |

NOTE: All of the above figures are estimates based on projections made by the institution submitting the proposal.

## ACADEMIC PROGRAM BUDGET FORM

Use this form for programs that can be pursued on a full-time basis, part-time basis, or through a combination of full-time and part-time attendance. **Page 3 of 3**

| | Year 1<br>20__ | Year 2<br>20__ | Year 3<br>20__ | Year 4<br>20__ |
|---|---|---|---|---|
| **BUDGET SUMMARY OF COMBINED EXISTING AND NEW PROGRAM** | | | | |
| Total Revenue | $180,000.00 | $360,000.00 | $360,000.00 | $360,000.00 |
| Total Expenses | $43,500.00 | $105,500.00 | $105,500.00 | $105,500.00 |
| **Excess/Defeciency** | **$136,500.00** | **$254,500.00** | **$254,500.00** | **$254,500.00** |
| **BUDGET SUMMARY OF EXISTING PROGRAM ONLY** | | | | |
| Total Revenue | $0.00 | $0.00 | $0.00 | $0.00 |
| Total Expenses | $33,500.00 | $95,500.00 | $95,500.00 | $95,500.00 |
| **Excess/Defeciency** | **-$33,500.00** | **-$95,500.00** | **-$95,500.00** | **-$95,500.00** |
| **BUDGET SUMMARY OF NEW PROGRAM ONLY** | | | | |
| Total of Newly Generated Revenue | $180,000.00 | $360,000.00 | $360,000.00 | $360,000.00 |
| Total of Additional Resources Required for | $10,000.00 | $10,000.00 | $10,000.00 | $10,000.00 |
| **Excess/Deficiency** | **$170,000.00** | **$350,000.00** | **$350,000.00** | **$350,000.00** |

NOTE: All of the above figures are estimates based on projections made by the institution submitting the proposal.