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NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): Park University

Program Title: Healthcare Leadership

Degree/Certificate: Master of Arts

Options: NA

Delivery Site(s): Kansas City Metro, Online

CIP Classification: 51.0701 (Please provide a CIP code)

Implementation Date: 08/2006

Cooperative Partners: NA

AUTHORIZATION:

Jerry Jorgensen, Ph.D., Provost

29 June 11

Name/Title of Institutional Officer

Signature

Date

Ms. Bobbi Stidham

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Person to Contact for More Information

Telephone



PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name: Park University

Program Name: Masters of Healthcare Leadership

Date: 27 June 2011

(Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below. Quantification of performance goals should be included wherever possible.)

Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.
 - A bachelor's degree from an accredited U.S. institution or the equivalent from an international institution.
 - A minimum 3.0 cumulative GPA in the bachelor's degree for full admission.
 - An acceptable GRE or GMAT score taken within the past five years of application date may be considered for probationary admission into the program for those with a GPA between 2.75 and 3.0.
 - Official transcripts of all previous college work, both undergraduate and graduate.
 - Three letters of recommendation from individuals, such as employers, faculty, and professionals in the healthcare field, in a position to attest to the student's interest in health care and to comment specifically on the student's abilities and potential for graduate work.
 - An admission essay detailing why the applicant wishes to earn the MHL degree from Park University and how the MHL degree will enable the applicant to reach chosen career, civic, and professional goals.
- Characteristics of a specific population to be served, if applicable.
 - Not applicable

Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.
 - Full-time faculty must possess a terminal degree (doctorate) in healthcare administration, health policy, or a related healthcare field.
 - Adjunct faculty will typically be academically qualified, possessing terminal degrees in the healthcare field. Consideration will also be given to those who are professionally qualified, with masters degrees plus extensive professional expertise in the subject area assigned.
- Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.
 - Full time faculty will typically teach a total of 12 hours during a traditional 16 week semester. The MHL Program Director will teach 6 credit hours (50% teaching load) during a traditional 16-week semester.
- Expectations for professional activities, special student contact, teaching/learning innovation.
 - Full-time faculty members are expected to engage in scholarship and service to the program, college and community. They will also be involved in curriculum development, program assessment, and advising activities for graduate students in the MHL program.

Enrollment Projections

- Student FTE majoring in program by the end of five years.
 - 130
- Percent of full time and part time enrollment by the end of five years.
 - 80% full time
 - 20% part time

Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.
 - At three years graduates 10 graduates and at five years 25 graduates.
- Special skills specific to the program.

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- Skills needed to manage and lead healthcare organizations in a variety of sectors (hospitals, long-term care facilities, public health, physicians practices, etc.)
- Proportion of students who will achieve licensing, certification, or registration.
 - It is expected that 25% to 40% will achieve certifications or licensure in such health administrative areas as Nursing Homes Administrators (NHA), Board Certification in Healthcare Management (FACHE), Nurse Executives, Practice Management, etc.
- Performance on national and/or local assessments expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.
 - Students will be assessed after completion of core courses through administration of proctored, closed-book, written comprehensive exams according to the goals of the program and using the following grading rubric. The performance of each student will be graded by at least two full time faculty members. Initial pass rates are expected to exceed 75%, with ultimate pass rates (following reassessment) of over 90%.

Learning Outcome	Exceeds Expectations	Met Expectations	Did Not Meet Expectations	No Evidence
Students will demonstrate knowledge of the structure and organization of the health care system in the United States, and internationally				
Students will demonstrate proficiency in the management of healthcare organizations, including the financial, economic, legal, and leadership theories and practices unique to healthcare organizations.				
Students will analyze healthcare systems, nationally and internationally, from a comparative perspective.				
Students will be able to design and lead marketing and strategic planning efforts within an organization as well as healthcare systems.				
Students will effectively communicate, both orally and in writing, within system-wide and organizational healthcare settings				
Students will be skilled in collecting, managing, mining, and analyzing healthcare data and making consumer data-driven decisions that benefit the health of populations.				
Students will utilize statistics, quality improvement and research methodology to improve the effectiveness and efficiency of decision-making.				
Students will apply legal and policy standards affecting healthcare, taking into account diverse laws, values, morals, and cultural ethics.				
Students will be able to measure and utilize evidence-based outcomes and to lead institutional and system-wide quality improvement efforts.				
Students will identify issues of population health, health-related behaviors, and needs of diverse populations in designing healthcare delivery systems				

- Placement rates in related fields, in other fields, unemployed.
 - Our program is designed for working adults, and the employment rate upon entering our program is at least 90%. We are preparing students for promotion to mid-level or higher-level management in the healthcare field or for additional training (e.g., a Ph.D. program) to enter a related field.
- Transfer rates, continuous study.
 - Transfer rates, both in and out of the program, are relatively low (less than 5%).

Program Accreditation

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide reasons.
 - The program is currently an Associate Member of the Association of University Programs in Health Administration (AUPHA) and is in the process of seeking full membership in AUPHA through accreditation by CAHME, the Commission on Accreditation of Healthcare Management Education.

Alumni and Employer Survey

- Expected satisfaction rates for alumni, including timing and method of surveys.
 - Our goal is for the program to exceed expectations of at least 90% of our graduate students. We are currently considering a survey that will be sent to our graduates upon completion of the program and on an annual basis thereafter.
- Expected satisfaction rates for employers, including timing and method of surveys.
 - Our goal is for the program to exceed expectations of at least 90% of employers. We are currently considering a survey that will be sent to employers of our graduates on an annual basis.

PROGRAM STRUCTURE

A. Total credits required for graduation: 36 credits

B. Residency requirements, if any: None

C. General education: Total credits: None

D. Major requirements: Total credits: 27 credits

Core Courses - required (specific courses and credits):

HA	508	IT, Data Gathering and Data Management	3
HA	511	Leadership and Management in Healthcare Systems	3
HA	515	Marketing and Consumer- Driven Healthcare	3
HA	516	Healthcare Finance	3
HA	517	Legal and Ethical Issues in Healthcare Leadership	3
HA	518	Organization of Healthcare Delivery Systems	3
HA	533	Managerial Epidemiology	3
HA	604	Healthcare Economics and Payment Systems	3
HA	620*	Healthcare Leadership Capstone Seminar	3

E. Free elective credits: 9 credits To select three:

HA	521	Special Topics: Practicum and Field Research in Healthcare Leadership	3
HA	532	Healthcare Services and Systems for Diverse Populations	3

HA	<u>537</u>	The Politics of Healthcare	3
HA	<u>557</u>	Nursing Dimensions of Healthcare Leadership	3
HA	<u>573</u>	Quality Improvement and Outcomes Assessment in Healthcare Settings	3
HA	<u>580</u>	The Pharmaceutical Basis for Healthcare Delivery	3
HA	<u>611</u>	Mediation, Negotiation and Conflict Management	3
PA	<u>503</u>	Emerging Issues in Public Affairs	3
PA	<u>545</u>	Management of Nonprofit Organizations	3

F. Requirements for thesis, internship or other capstone experience

HA 620 Healthcare Leadership Capstone Seminar – 16 weeks, typically during last full semester prior to graduation. Currently offering 2 options: Major project and research paper in some area of healthcare leadership and/or administration, OR internship/ field experience with healthcare administrator, including value-added project to organization. The MHL Program is owing toward internship requirement for all students.

G. Any unique features such as interdepartmental cooperation:

Several MHL courses are cross-listed under MPA and MBA course offerings as options for electives or areas of concentration. The MHL program also offers elective options, not only for designated MPA courses, but also for selected MBA, Masters of Communication, or Masters of Education courses on request for consideration related to student career goals.

STUDENT ENROLLMENT PROJECTIONS

Year	1	2	3	4	5
Full Time	18	40	65	80	130
Part Time*					
Total	18	40	65	80	130

- Most students declare full-time status as graduate students, based on 6 credit hours per 16-week academic semester, although approximately 20% ultimately drop to part-time status.