

TABLE OF CONTENTS

A. PROGRAM OBJECTIVES

1. Nature and Focus of Program

Graduates of the MBA-HAL program will be provided with the knowledge and skills as set forth in AACSB standard 9, specifically:

The general skills that graduates of the MBA-HAL program will garner include:

Written and oral communication (graduates will be able to communicate effectively orally and in writing);

Ethical understanding and reasoning (graduates will be able to identify ethical issues and address the issues in a socially responsible manner);

Analytical thinking (graduates will be able to analyze and frame problems);

Information technology (graduates will be able to use current technologies in business and management contexts);

Interpersonal relations and teamwork (graduates will be able to work effectively with others and in team environments);

The MBA-HAL program will integrate these competencies throughout its curriculum, in conjunction with the AACSB specified skills and knowledge categories, to create a professional degree program that equips students with the skills, knowledge, and competencies they need to enter into management and leadership positions in the healthcare sector.

6. To produce graduates who can implement evidence-based decision making that integrates current and emerging technologies, including healthcare statistical techniques, data management, data analytics and information technology.
7. To produce graduates who can communicate effectively in healthcare environments.

The outcomes of these seven goals will be assessed in accordance with the Stockton business school assessment process. Every outcome will be assessed at least once within a three-year period, in a cyclical fashion. The assessment instruments utilized by the school of business include written examinations, hypothetical problem solving, written papers, and oral presentations that are designed to ensure student learning and competency goals are being met. It is anticipated that the outcomes (as defined in Appendix A) will be assessed beginning with the first semester that the program is running, in accordance with this timeline:

| | Outcomes to Be Assessed in Year One | | | Outcomes to Be Assessed in Year Two | | |
|--|-------------------------------------|------------------------|--------------|-------------------------------------|--------------|--------|
| | Fall | Spring | Summer | Fall | Spring | Summer |
| Management Practice and Development in Health Care | 5.1.1; 5.1.2 | | | | | |
| Health Systems | 1.1.1; 1.1.3 | | | | | |
| Healthcare Financial Analysis | | 3.1.1; 3.1.2; 3.1.3 | | | | |
| Healthcare Leadership | | 5.1.3 | | | | |
| Healthcare Policy | | | 2.1.2; 7.1.1 | | | |
| Healthcare Economics | | | 3.1.4 | | | |
| Healthcare Operations and Financial Management | | | | 4.1.1; 4.1.2 | | |
| Law and Ethics in Healthcare Administration | | | | 2.1.1 | | |
| Healthcare Informatics | | | | | 6.1.1; 6.1.2 | |
| Managing Population Health Analytics for | | | | | 1.1.2 | |

¹³ Goal 1.1 of

this

¹⁴ Action item 3 of Goal 1.1 is to

¹⁵ Action item 9 of Goal 1.1.

is to increase enrollment. The MBA-HAL success and increased enrollment through the development of a new academic program in a field with projected growth. s strategies of ensuring student

Finally, the MBA-HAL program anticipates forming a Advisory Board, which will be composed of healthcare professionals and other appropriate ss Advisory

plan to take some Business Studies courses before graduating and more than 100 indicated that they were willing to take supplemental online course work to fulfill the anticipated prerequisite requirements. Thus, the pre-requisite requirements do not appear to be a barrier for most of the students who indicated they would apply to the program. Additionally, if the program is

(iii) In

1. Prerequisites:

Prior to entry into the MBA-HAL program, students must take these prerequisites or their equivalent:

- i. Statistics (CSIS 1206) or Statistics for Health Professionals (HLTH 2305) or Statistical Methods (PSCY 2241)
- ii. Intro to Management (MGMT 2110)
- iii. Macroeconomics (ECON 1200) or Health Care Economics (ECON 2104)
- iv. Financial Accounting (ACCT 2110)
- v. Managerial Accounting (ACCT 2120)

employees, stakeholders, and patients. Examples of topics covered include: empathy, caring for/managing/working with diverse people including the differences of generations. The course allows for integration of healthcare and patient examples. Readings and case studies focusing on healthcare examples are included in this course. *Qualified Teaching Faculty: Diane Holtzman*

MHAL 5*** Healthcare Financial Management

This course examines the role that financial management plays in organizations, with particular emphasis on its role in healthcare organizations. Students will study the concepts, terminology, tools and techniques used in financial management. These tools and techniques will be used to solve problems, evaluate case studies, and interpret real world financial events. *Qualified Teaching Faculty: Michael Busler*

MHAL 5*** Law and Ethics in Healthcare Administration

This course focuses on the ethical and legal issues that impact employees and managers in healthcare administration. Topics covered include: medical theory (including virtue, utilitarian, deontological, and justice approaches to ethics), stakeholder analysis, employment at will, discrimination laws, diversity, oppression, social responsibility, and employment and healthcare laws relevant to healthcare administration. *Qualified Teaching Faculty: Keith Diener or Audrey Latourette*

MHAL 5***

MHAL 5*** Healthcare Informatics

This course presents an introduction to informatics in healthcare. Students are introduced to the planning, implementation, adoption, management and evaluation of topics associated with health information technologies. This course also explores healthcare data management issues related to privacy, confidentiality

H. APPENDICES

The following Appendices are attached herewith:

Appendix A: Curriculum Map

Appendix B: Hanover Market Analysis Report

Appendix C: Student Survey Results

Appendix D: Employer Interview Results

Appendix E: Letter of Support from Dean of School of Health Sciences

Appendix F: Letter of Support from Dean of School of Business

Appendix G: Current General MBA Program Electives

Appendix H: Related Electives in Other Stockton University Graduate Programs

**Appendix A:
Curriculum Map**

Curriculum Map

| Program Goals | Student Learning Goals | Student Learning Outcomes | Student Leadership Competencies | Courses or other points in the curriculum where outcomes are assessed |
|---------------|------------------------|---------------------------|---------------------------------|---|
|---------------|------------------------|---------------------------|---------------------------------|---|

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

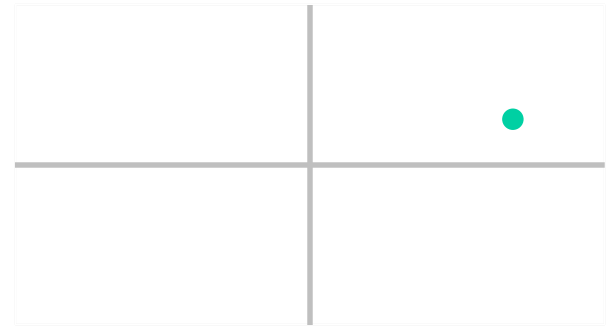
| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |

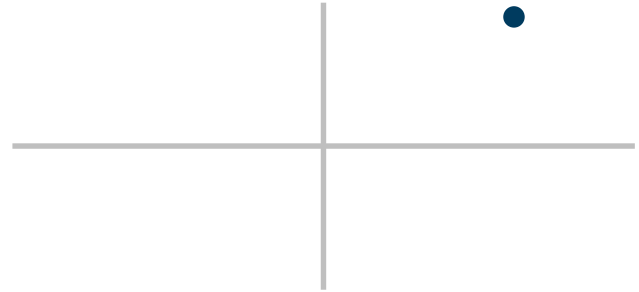
| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |

Appendix B:
Hanover Market Analysis Report









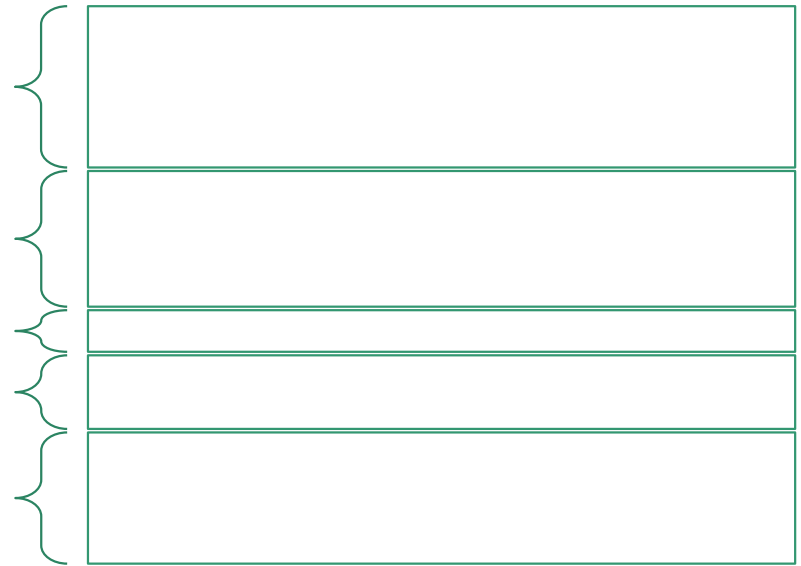
| _____ |
|-------|
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |

including health services manager hospital administrator executive

fully online

management, leadership, strategic planning, finance, quality assurance, informatics, legal compliance ethics

including hospitals, healthcare systems, assisted-living facilities, insurance organizations, pharmaceutical companies other healthcare institutions



GW's MBA in Healthcare vs MHA





Appendix C:
Student Survey Results

Default Report

Final MHAL Interest Survey

October 8, 2018 6:47 PM MDT

Q4 - What level of interest do you have in pursuing a Master of Healthcare Administration and Leadership or similar degree after completing your undergraduate degree?

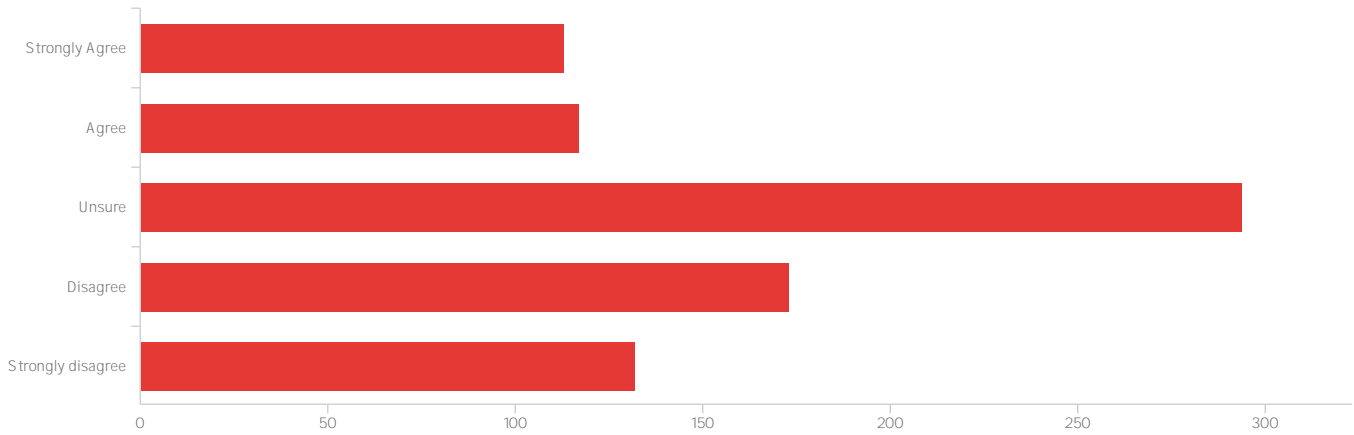
300

| # | Field | Choice Count |
|---|-----------------|--------------|
| 1 | Very Interested | 13.73% 123 |
| 2 | Inter | |
| | | |
| | | |

Showing rows 1 - 6 of 6

1 What level of interest do you have in pursuing a Master of Healthcare Administration and Leadership or similar degree after completing your undergraduate degree?

Q8 - To what extent do you agree with the following statement? If Stockton University offered a Master of Healthcare Administration and Leadership or similar degree, I would apply.

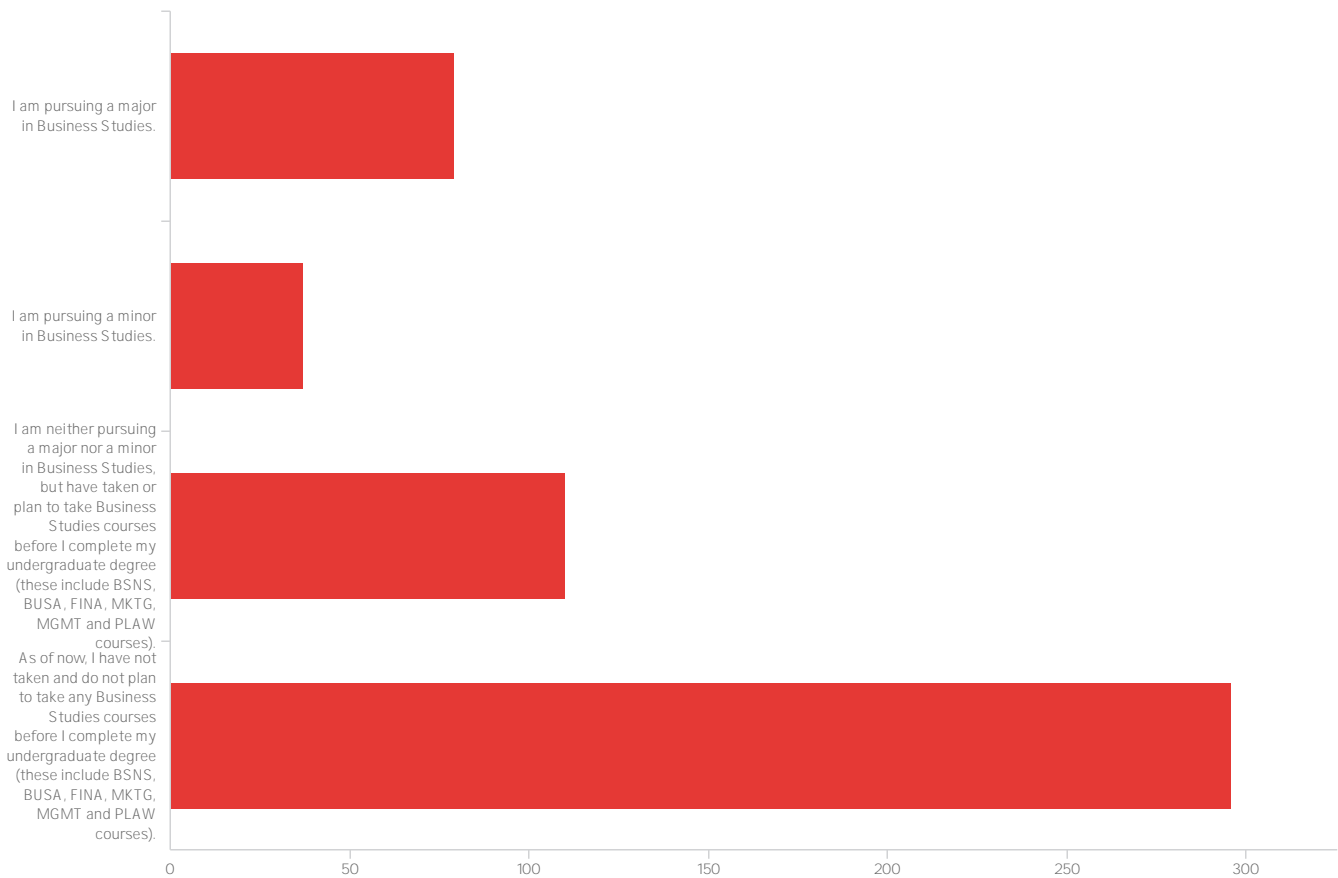


| # | Field | Minimum |
|---|--|---------|
| | Stockton University offered a Master of Healthcare Administration and Leadership or similar degree, I would apply. | 1.00 |

| # | Field | Choice Count |
|---|-------------------|--------------|
| 1 | Strongly Agree | 13.63% 113 |
| 2 | Agree | 14.11% 117 |
| 3 | Unsure | 35.46% 294 |
| 4 | Disagree | 20.87% 173 |
| 5 | Strongly disagree | 15.92% 132 |
| | | 829 |

Showing Rows: 1 - 6 Of 6

Q9 - Which of the following best describes you?



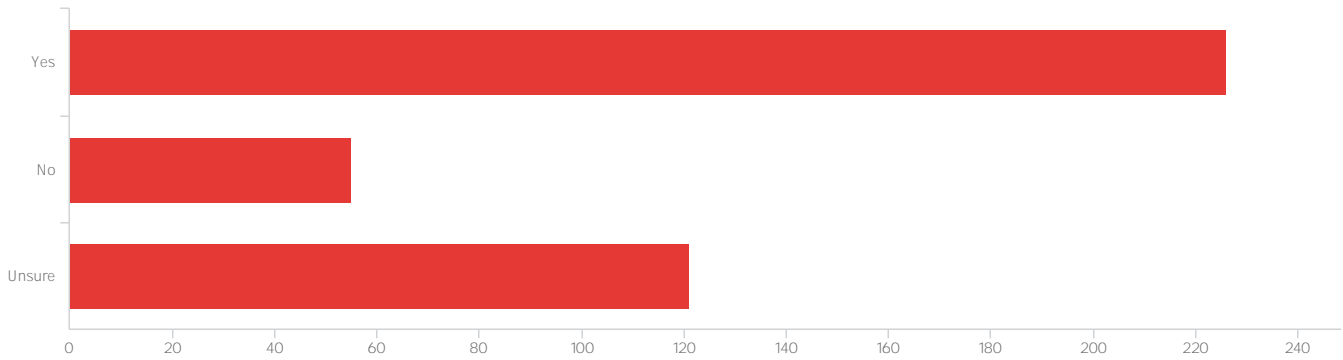
| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|--|---------|---------|------|---------------|----------|-------|
| 1 | Which of the following best describes you? | 1.00 | 4.00 | 3.19 | 1.10 | 1.21 | 522 |

| # | Field | Choice Count |
|---|---|--------------|
| 1 | I am pursuing a major in Business Studies. | 15.13% 79 |
| 2 | I am pursuing a minor in Business Studies. | 7.09% 37 |
| 3 | I am neither pursuing a major nor a minor in Business Studies, but have taken or plan to take Business Studies courses before I complete my undergraduate degree (these include BSNS, BUSA, FINA, MKTG, MGMT and PLAW courses). | 21.07% 110 |
| 4 | I am neither pursuing a major nor a minor in Business Studies, but have taken or plan to take Business Studies courses before I complete my undergraduate degree (these include BSNS, BUSA, FINA, MKTG, MGMT and PLAW courses). | 56.71% 296 |

Ūƒ€ÄŸÁ ſ!^Á^~ ā^āŸ Á!ā^!Á[Á}!| ||Ÿ ŸÁŸ æ c!Á -Á^æ@æ^ÁŸ{ ā ā dæā } Áæ ā

Šæ^!•@Ÿ Á!Áā āæÁ!| *!æ Ę [~|āÁ[~Á^Á āā *ÁŸ Áæ^ÁŸ] ā^}•^āÁ} |ā^ÁŸ ~!•^•Ÿ

à•ā^••Áć āā•Á] æ•Á &@æ Áæ[~ } cā * Áæ āÁŸ æ &Ÿ

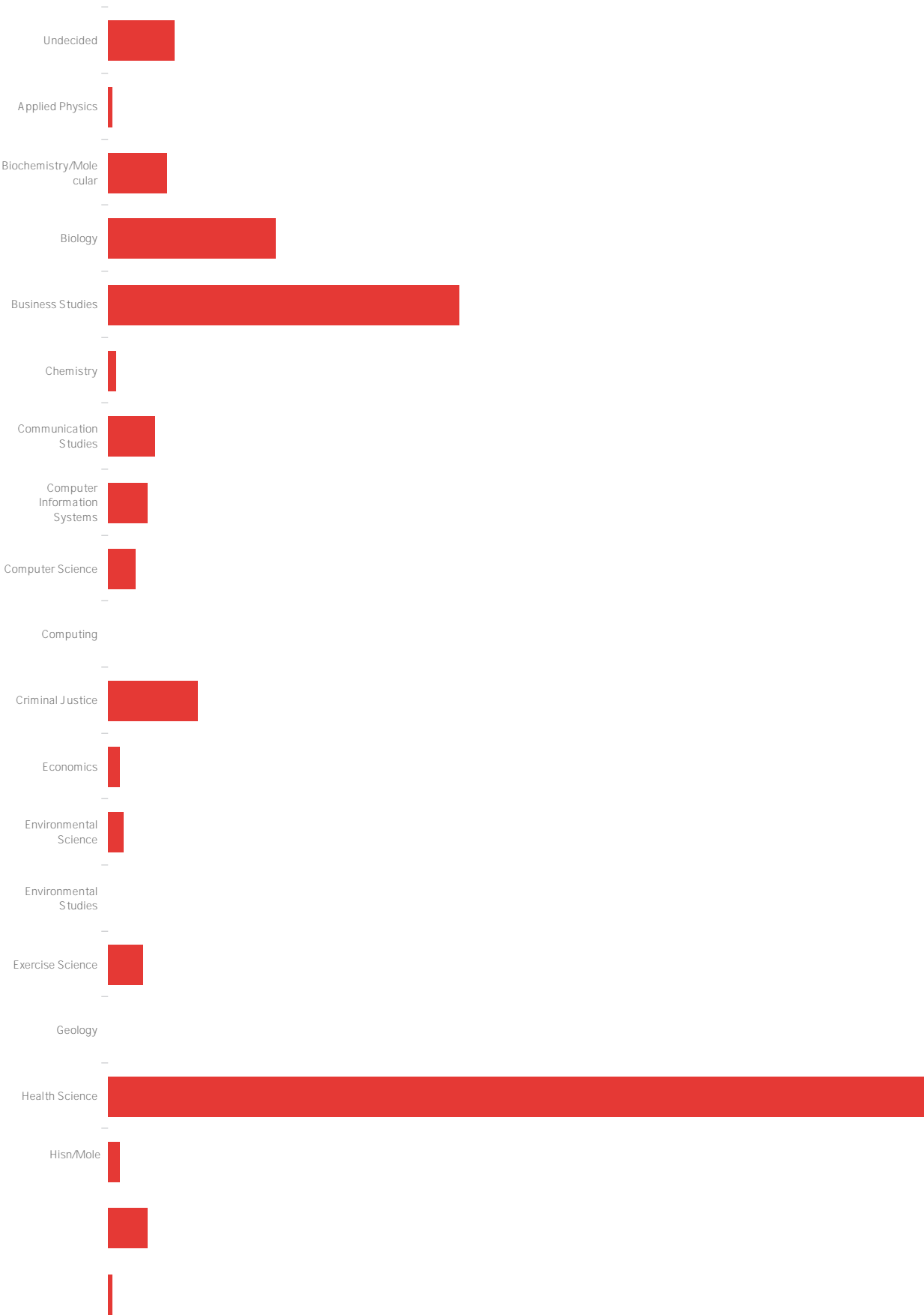


| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|---|---------|---------|------|---------------|----------|-------|
| 1 | If it were required in order to enroll in a Master of Healthcare Administration and Leadership or similar program, would you be willing to take condensed online courses in business studies topics such as Accounting and Finance? | 1.00 | 3.00 | 1.74 | 0.89 | 0.79 | 402 |

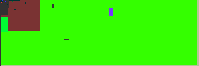
| # | Field | Choice Count |
|---|--------|--------------|
| 1 | Yes | 56.22% 226 |
| 2 | No | 13.68% 55 |
| 3 | Unsure | 30.10% 121 |
| | | 402 |

Showing Rows: 1 - 4 Of 4

Q12 - What is your major?



| | | | |
|----|--|--------|-----|
| 4 | Biology | 7.35% | 43 |
| 5 | Business Studies | 15.38% | 90 |
| 6 | Chemistry | 0.34% | 2 |
| 7 | Communication Studies | 2.05% | 12 |
| 8 | Computer Information Systems | 1.71% | 10 |
| 9 | Computer Science | 1.20% | 7 |
| 10 | Computing | 0.00% | 0 |
| 11 | Criminal Justice | 3.93% | 23 |
| 12 | Economics- | 0.51% | 3 |
| 13 | Environmental Science | 0.68% | 4 |
| 14 | Environmental Studies | 0.00% | 0 |
| 15 | Exercise Science | 1.52% | 9 |
| 16 | Geology | 0.00% | 0 |
| 17 | Health Science | 35.70% | 209 |
| 18 | Historical Studies | 0.51% | 3 |
| 19 | Hospitality and Tourism Management Studies | 1.11% | 6 |



■

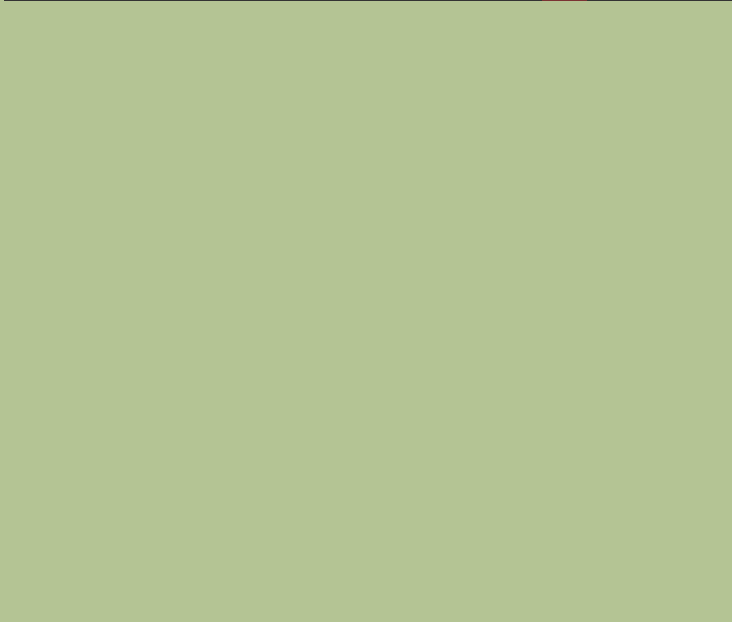


| |
|--|
| |
| |
| |
| |

| |
|--|
| |
| |
| |
| |

| |
|--|
| |
| |
| |
| |

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |



| |
|--|
| |
| |

Appendix D:
Employer Interview Results

Interview Notes

Master s Degree in Health Care Administration and Leadership

See Below Addendum

ADDENDUM

MBA, Health Administration, Temple University

BS, Health Planning & Administration, The Pennsylvania State University

Biography

After having served as a health system CEO for more than 30 years, Dr. Stuart H. Fine joined the faculty of Temple University in 2014 as Associate Professor & Director of Programs in Healthcare Management for the Fox School of Business. In 2017 he accepted the position of

College of Public Health.

A native of Framingham, MA, Dr. Fine earned his undergraduate degree in Health Planning & Administration from The Pennsylvania State University. He went on to earn a Master of Business Administration Health Administration from Temple University, and Doctorate in Health Administration from the Medical University of South Carolina.

cular area of professional interest is the pursuit of high value healthcare, be that healthcare, through Value-Based Insurance Design (VBID).

Interview Notes
Master s Degree in Health Care Administration and Leadership
Stockton University

| Interviewer | |
|--|---|
| Name: <u>Lewis Leitner</u> | Date: <u>October 17, 2018</u> |
| Title: <u>Professor of Business</u> | Phone Number: _____ |
| Interviewee | |
| Name: <u>Craig Loundas</u> | Company Name: <u>Penn Medicine Experience</u> |
| Title: <u>Associate VP</u> | Phone Number: <u>267-758-4630</u> |
| Questions | |
| Question: Is there a demand for someone with this degree? | |
| Notes: There is not an overall demand for these degrees per se. Many | |

| | |
|--|--|
| | |
| | |
| | |
| | |
| | |

Interview Notes

Master

Other Questions or Feedback:

Interview prefers the MBA over the MS because the coursework would be most relevant, but she still values the MS/MHA.

experience. Could be a department director. This degree along with a clinical background would be a powerful combination.

Other Questions or Feedback:

_____ How would this new program fit in with the existing MBA program. How would it be different?
? _____

—
I would not discourage you from moving forward with this degree program for the general public. The existing MBA program is working well for AtlantiCare employees. We are just str6

Interview Notes
Master s Degree in Health Care Administration and Leadership
Stockton University

Interviewer

Name: Lew Leitner

Date:

at Atlanticare, and Mary Tait, Human Resources Director for Atlanticare Regional Medical Center (Pomona)

Interview Notes
Master s Degree in Health Care Administration and Leadership
Stockton University

| Interviewer | |
|--|-------------------------------------|
| Name: <u>Lewis Leitner</u> | Date: <u>October 17, 2018</u> |
| Title: <u>Professor of Business</u> | Phone Number: _____ |
| Interviewee | |
| Name: <u>Suzanne Borgos</u> | Company Name: <u>Capital Health</u> |
| Title: _____ | Phone Number: _____ |
| Questions | |
| Question: Is there a demand for someone with this degree? | |
| Notes: <u>There is a demand for strong business, analytical, decision support skills that are combined with a basic understanding of the healthcare field. Healthcare is slowly catching up to other industries with regard to business informatics, but the industry needs individuals who can make sense of the data and provide it in a way that will inform decisions.</u> | |
| Question: Which groups should be targeted / which groups may be interested? | |
| Notes: <u>Experience is a huge asset. I tell all students that I mentor to at least pursue an administrative residency after completing your masters degree</u> | |
| Question: What other suggestions do you have for us? | |
| Notes: <u>Personally learn better in a classroom setting but I agree with Jeremye that this next generation will probably succeed under either model. I do think that networking with peers is lost in online classes and it limits group projects so I would hope that a future program can offer a mix of both.</u> | |
| _____ | |
| _____ | |
| Additional Notes | |

| | |
|--|--|
| | |
| | |
| | |
| | |
| | |

Appendix E:
**Letter of Support from Dean of School
of Health Sciences**



Qevdgt :. 423:

Fgft Og o dgtu qh vjg Uvqemvqp Wpkxgtukv{ Cecfg o ke Rtqitc o u cpf Rncppkpi Eq o o kvvvg cpf Uvqemvqp Wpkxgtukv{ Fcewnv{ Ugpcvq<

K co ytkvkpi kp uwrqtv qh vjg ODC Rtqitc o kp J gcnvjectg Cf o kpkuvtcvkqp cpf Ngcftujkr *O JCN+ vjcv ku dgkpi rtqrugf d{ Ft0 Mgvj Fkgpgt qh vjg Uejqqn qh Dwukpguu0 K jcf vjg rngcuwtg qh ugtxkpi qp vjg Rncppkpi Eq o o kvvvg hqt vjku pgy rtqitc o cpf ecp cvvuv vq vjg jkij ngxgn qh etkvecn vjkmkpi cpf tkiqt qh fgukip vjcv ygpv kpvq vjg fgxgnr o gpv qh vjg rtqrucn0

K rctvkekrevgf qp vjg eq o o kvvvg kp o { tqng qh Rtqitc o Eqqtfkpcvt qh vjg Dcejngqt qh Uekgpeg kp J gcnvj Uekgpeg *DUJU+ rtqitc o0 Ocp{ DUJU uvwfgpvu gkvjgt o kpqt kp Dwukpguu qt ugngev vjg DUJU/J gcnvj Cf o kpkuvtcvkqp Eqpegvtecvkqp *hqt o gtn{ RWDJ/J gcnvj Cf o kpkuvtcvkqp vtem+0 Ftqo vjg uvcpfrqkv qh vjg DUJU rtqitc o. vjg rtqrugf itcfwcvg ewttkewnw o qhgtu c enget rcvjyc{ vq cfxcpegf ectggtu kp j gcnvjectg cf o kpkuvtcvkqp cpf ngcftujkr hqt o cp{ uvwfgpvu0 Wkvj vjg tgqrgkpi qh vjg Rwdnke J gcnvj Rtqitc o kp Fcnn. 423; vjg dgpghkv vq uvwfgpvu ku uwtg vq eqpvkpwg0

K uvtqpin{ uwrqtv vjku rtqrucn0 Kv ku pqv wpwuwn hqt hcewnv{ htqo dqvj vjg Uejqqn qh J gcnvj Uekgpegu cpf vjg Uejqqn qh Dwukpguu vq rtqxkfg eqwtugu kp gcej qvjgt'u itcfwcvg cpf wpfgtitcfwcvg rtqitc o u0 Vjku rtcevkeg rtqxkfgu gzrgtkug yjgtg pggfgf cpf ugtxgu vq dtqcfgp vjg rgturvekxgu qh uvwfgpvu cpf hcewnv{ cnkmg0 Vjg Uejqqn qh J gcnvj Uekgpegu ku eq o o kvvvg vq rtqxkfkpi hcewnv{ vq vgcej kp vjku kppqxcvkg O JCN rtqitc o0 Vjku rtqitc o dtkpiu gzevkpi pgy qrrqtvwpkvku hqt hcewnv{ kp dqvj uejqnu vq eqpvkpwg vq rctvpgt kp vjg fgnkxgt{ qh c ewvvpki/gfig ewttkewnw o0 Vjg rtqhgukqpcn gzrgtkug cpf eqngikenkv{ qh hcewnv{ kp dqvj Uejqqn yknn ngcf vq cp gzo rnet{ rtqitc o kp J gcnvjectg Cf o kpkuvtcvkqp cpf Ngcftujkr0

Vjcpm {qw hqt vjg qrrqtvwpkv{ vq uwrqtv vjg crrtqxcn cpf guvednkuj o gpv qh vjg O JCN Rtqitc o0

Ukpegtgn{.




Octictg\O Unwuugt\Rj0F0.TP
Fgcp. Uejqqn qh J gcnvj Uekgpegu
Fqwpfkpi Rtqitc o Eqqtfkpcvt.
Dcejngqt qh Uekgpeg kp J gcnvj Uekgpeg Rtqitc o

octictg@unwuugt.Buvqemvqp0gfw

**Appendix F: Letter of
Support from Dean of School
of Business**




November 13, 2018

Dear Members of the Stockton University Academic Programs and Planning Committee and Stockton University Faculty Senate:

This letter is to express my strong support for the proposed Master's in Healthcare Administration and Leadership. Health care is one of the major industries in our region, and the demographic trend of an aging population leads one to think that there are many current opportunities for well qualified health care administrators and leaders. I concur with my colleague, Dean Slusser, that this proposal shows "a high level of critical thinking and rigor of design". This document makes a strong case for the need for this program, explains how it advances Stockton's mission, clearly presents the curriculum and needed implementation details, and has a particularly well thought out and documented assessment plan.

I do, however, want to reinforce that I strongly believe that to even start this program, we will need to hire one new full-time faculty member to be the Graduate Director of MHAL and to teach within it. My expectation that even with a cohort size of 20-25, a second new faculty member is likely to be needed in fairly short order. Section F leads with "The MHAL program will make use of many already-existing classes which Stockton University currently offers and has faculty qualified to teach." This statement is true, but doesn't tell the full picture. The BSNS/MBA faculty now, without MHAL, is already stretched due to strong growth in both the BSNS and MBA programs. Taking Fall 2014 as a baseline, a target growth rate of 2% a year would imply an 8.2% increase in Fall 2018. BSNS has experienced 26% growth in this period, while the MBA has experienced 23% growth in this period (although faculty growth has remained at 8% from Fall 2014 to Fall 2018). Our BSNS and MBA classes are full, we are struggling to meet our AACSB staffing ratios, and our BSNS/MBA faculty are teaching high numbers of overload. The MHAL program as proposed in the first year will need 4 additional new sections plus a graduate director (taking the equivalent of 2 more sections) --- hence a full-time person. There is simply no capacity to move full-time BSNS/MBA faculty to a new program, and we can't start this program on the backs of 6 adjuncts. On the plus side, my back-of-the-envelope calculations show even in allowing for 50% overhead, that a cohort size of 24



In summary, I believe this is a great proposal for a much needed program. I believe such a program would be a needed addition to Stockton's portfolio of graduate programs. It has my strongest support

Appendix G:
General MBA Electives

General MBA Electives Offered Between Fall 2016 and Fall 2018
(including sections and enrollment)

| Course | Course Title | Fall 2016 | Spring 2017 | Sum. 2017 | Fall 2017 | Spring 2018 | Sum. 2018 | Fall 2018 |
|---------------|---------------------|----------------------|------------------------|----------------------|----------------------|------------------------|----------------------|----------------------|
|---------------|---------------------|----------------------|------------------------|----------------------|----------------------|------------------------|----------------------|----------------------|

| | | | | | | | | |
|--------------|-----------------------------|--------|--------|--|--------|--|--|--------|
| MKTG 5340 | MKTG COMM & SOCIAL MEDIA | 1 (14) | 1 (21) | | 1 (12) | | | 1 (12) |
| MKTG 5355 | STRATEGIC BRAND | | | | | | | |

**Appendix H: Related Electives
Offered in Other Stockton
University Graduate Programs**

