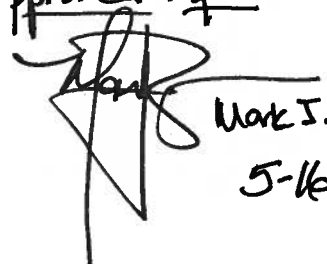


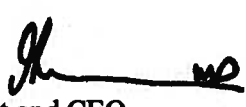


April 1, 2014

MEMORANDUM

TO: Mark J. Zoran, Ph.D.
Chair, Graduate Council
Texas A&M University

Approved by GC:

Mark J. Zoran, Chair
5-16-14

THROUGH: Brett P. Giroir, M.D. 
Executive Vice President and CEO
Texas A&M Health Science Center

FROM: Vernon L. Tesh, Ph.D. 
Vice President for Academic Affairs

SUBJECT: Proposal for an Executive Master of Health Administration (MHA) Distance Education Program: Off-Campus (Houston) Face-to-face

Please find attached a proposal to establish an Executive Master of Health Administration program in Houston, TX. This program will be an expansion of the School of Public Health's current MHA program offered at the College Station campus, tailored as an executive program for mid-career health professionals. The proposal has been approved by the Health Science Center Academic Affairs Advisory Council and the Executive Committee.

It is our understanding that because the program is an off-campus expansion of an existing degree program and has a total five year cost of less than \$2 million, the proposal can be reviewed for approval by the Texas A&M System Vice Chancellor for Academic Affairs rather than the Board of Regents.

We request that you route the proposal through the appropriate processes for TAMU approval.

Attachments:

Distance Education Off Campus (Face-to-face) Request Approval Form, MHA Houston
TAMUS Distance Education Program Proposal: Off Campus Face-to-Face, MHA Houston



**THE TEXAS A&M UNIVERSITY SYSTEM
DISTANCE EDUCATION PROGRAM PROPOSAL:
OFF CAMPUS – FACE-TO-FACE**

(BACHELORS OR MASTERS PROGRAMS ONLY)

Directions: An institution shall use this form to propose an “existing” bachelor’s or master’s degree program they wish to be offered off campus –face-to-face.

This form must be completed and signed by the university president or chief academic officer.

Upon completion, attach the “Approval Form” and submit it to the A&M System Office of Academic Affairs at AA-AgendaItems@tamus.edu

Note: The A&M University System supports the delivery of bachelors and masters degree programs through distance education at an off campus location when they meet the following standards:

- the program is of high quality,
- it is delivered in a way that preserves this high quality,
- the program meets a well-documented state need, and
- the program can be delivered at a reasonable cost.

Off campus - face to face program requests will be approved through the Office of Academic Affairs if the following conditions are met:

- Be an existing degree at an A&M System institution.
- The additional site(s) where the program is to be offered must be within the state of Texas.
- At the proposed site(s), at least 50% of the faculty in the proposed program and at least 50% of the courses in this program are taught by faculty with full-time academic appointments at the A&M System institution offering the program.
- The proposal must adhere to all the THECB requirements, including notification of neighboring institutions of the teaching site or administrative council approval of the Multi-Institution Teaching Center (MITC).

If these conditions are not met then the proposal will need to be approved at the Board of Regents level.

Information: Contact the A&M System Office of Academic Affairs at 979-458-7421 (Irma Harper)

*Note: If this is a new site additional reporting is required by SACS.

Administrative Information

1. **Institution:** The Texas A&M University System Health Science Center

2. **Program to be Offered (Include CIP code):** 51.2211.00

3. **Off Campus Program site –**

HSC Building in Houston (Institute of Biosciences and Technology), at 2121 W. Holcombe Blvd in the Texas Medical Center

4. **Program/Site Description –** Where will the program be delivered? Why was this site chosen? Is this an approved site? Describe the program and the educational objectives.

Classes will be held at HSC facilities in the Texas Medical Center. We chose this location for its convenience to mid-career professionals in this area, who are our primary market. Within the few square blocks of the Texas Medical Center is the greatest concentration of health care and health professional resources of any city on earth. Based on preliminary discussions with Texas Medical Center leaders and a quantitative analysis of supply of and demand for MHA programs, we find evidence of high unmet demand for a face-to-face professional MHA program, a limited number of suppliers of MHA degrees, weak options in terms of substitutes, and no apparent new entrants. There is currently no other such focused Master’s level program offered in Houston, as the existing programs are intended for individuals who are within a few years of earning their bachelor’s

degree or have very limited healthcare experience, and are provided in a manner that is not necessarily amenable to working professionals (e.g., offered during the weekday). These forces make the Houston market attractive for a professional MHA program offered through the Texas A&M University Health Science Center.

The HSC Space Committee is currently considering our request for use of the HSC building at the Texas Medical Center, which is an approved site. We expect approval of the HSC building for two wired classes, because, as we describe immediately below, the EMHA will be a weekend program, and classrooms in this building are currently not in use on the weekends. We have also requested two offices in the HSC building – one for a Houston-based staff person who would both facilitate ongoing student recruitment and provide student support, and the other for our College Station-based faculty to use when teaching in Houston.

The Executive MHA program will be a 12-course, 48-credit hour, master's degree that will take two years to complete. Students will be admitted to the program in August of each year and graduate with the MHA degree in two years. This delivery model is a compressed version of the current 57-credit hour MHA program tailored to a different student population. The course sequence will be lock-step, with no electives, and each course will be taught in-person on weekends at the Texas Medical Center campus. Each course will be taught over two consecutive months. Instruction will occur primarily through an intense weekend a month of in-person classes to experienced health professionals who need management knowledge and skills to lead more effectively. The program content will be consistent with that of our current MHA program and address provider organizations (e.g., hospitals, physician offices/groups, clinics), managed care organizations, health insurers, and a variety of organizations that supply or otherwise support public or private health service organizations. Additional emphases will include health systems management, health policy, health finance, human resources management, and health planning and marketing.

5. Administrative Unit – Identify where the program would fit within the organizational structure of the institution (e.g., *The Department of Electrical Engineering within the College of Engineering*).

The Department of Health Policy and Management within the School of Public Health, Health Science Center

6. Proposed Implementation Date – Report the first semester and year that students would enter the program.

August 2015

7. Contact Person – Provide contact information for the person who can answer specific questions about the program.

Name: Murray Côté, Ph.D.

Title: Associate Professor, MHA Program Director

E-mail: mjcote@srph.tamhsc.edu

Phone: 979-458-3031

Format for Existing Bachelors or Masters Degree Program Off Campus – Face-to-Face Request

Step One: There are specific requirements for notification of offering prior to proposal submission.

- Is this degree being offered at a Multi-Institution Teaching Center (MITC)? If so, the university is required to obtain approval from MITC administrative council. Supportive documentation from this approval must be sent to THECB and A&M System Distance Education contacts
- If this degree is not offered at a MITC, then the university must send email notification to area institutions within a 50 mile radius of proposed site. Email notification must be sent at least 60 business days prior to offering and must be copied to the THECB and A&M System Distance Education contacts

Step Two: For each of the following components, include the requested information:

1. High Quality Program

- Explain how the degree program and its delivery would be considered as a high quality program.

Through numerous preliminary discussions with executive decision-makers in the Texas Medical Center as well as additional market analysis, we have developed a model for which we anticipate strong industry support and student demand. This assessment is based in part on Texas A&M Health Policy and Management's unique strengths. In its first decade, the Department of Health Policy and Management engaged in rapid and orderly growth through a balanced focus on innovative education, research, and outreach. After only nine years, the MHA program was a Top 25 U.S. News and World Report program. The average age of the programs ranked above the A&M's MHA was 40+ years. The maximum, highest levels of accreditations have been earned by the School of Rural Public Health and the Department's MHA program.

The College Station residential MHA has established a strong track record in producing top quality health care administrators, ready to lead innovative disease management programs, health information systems, Lean/Six Sigma, culture change, and patient-centered medical homes. A number of MHA graduates are now well positioned to refer colleagues to our EMHA. For instance, graduates from Texas A&M's MHA program have recently served administrative residencies or are employed in the Houston area at Baylor Medical Center, Memorial Hermann, Methodist Health System, St. Luke's Episcopal Health System, the Veterans Administration, St. Joseph Health System, and CHRISTUS Health System.

Another unique strength of the Department is its role as home to the National Science Foundation funded multi-university Center for Health Organization Transformation (CHOT). CHOT conducts research supporting implementation of evidence-based strategies for improving health care delivery through cooperative research among universities, health systems, and other health-related industries. Over the past six years research CHOT has developed formal working relationships with administrators and allied health professionals at three major Texas Medical Center health systems (Texas Children's Hospital, St. Luke's Health System, and MD Anderson Cancer Center) and informal working relationships with others (Texas Medical Center Corporation and the Southeast Texas [Greater Houston] Chapter of the ACHE). The outgoing Director of CHOT, Larry Gamm, served on the Board of the Greater Houston Chapter of the American College of Healthcare Executives (ACHE) and also chaired its academic liaison committee. Dr. Gamm was also a recipient of the ACHE Regent's Award for Exemplary Service. The incoming Director of CHOT, Bitu Kash, is highly involved in the Chapter and a Fellow of ACHE. The Department's Executive in Residence, Jack Buckley, now serves on the Board of this ACHE chapter.

CHOT-related successes include increased evidence-based guidance for leaders on the direction of their innovation efforts and feedback on potential improvements from such efforts. Research projects with St. Luke's, Texas Children's Hospital, Texas Children's Pediatrics, and MD Anderson have included: 1) evaluating the impact of the Studer Group intervention on medical-surgery nurses; 2) leveraging electronic health record implementations for subsequent change interventions; 3) improving scheduling systems for downstream services related to mastectomy; and 4) reducing unnecessary sleep disruptions in neo-natal intensive care units.

CHOT also currently has plans to offer a Healthcare Executive Leadership Training program to health service organizations who are seeking to offer their employees and staff physicians continuing education credits (CECs). The Center's Assistant Director will serve not only as a coordinator for the program as it is developed, but will also as one of the lead instructors. This program is currently in development in partnership with the Mays Business School and already has agreements in place with Memorial Hermann Health System and Houston Methodist Hospital. Such CHOT-generated relationships with Texas Medical Center leaders are another reason why Health Policy and Management is uniquely well suited to offer the proposed Executive Masters Program in Health Administration.

2. State Need

The Institute of Medicine has repeatedly noted the need for leadership development among experienced public health professionals (IOM report on the Future of Public Health (<http://iom.edu/Reports/1988/The-Future-of-Public-Health.aspx>; underscored again in 2002). In recent years, the pace, scale, and unpredictability of change have been accelerating. The Patient Protection and Affordable Care Act is reducing the number of people without health insurance as well as shifting health care providers' financial incentives toward prevention. However, no one knows how much of which will occur or how quickly. Health care leaders thus face an extremely challenging balancing act as they seek to sustain their organizations' economic viability and improve public health without placing undue burden on the rest of the economy.

Pressure on health care is so great that some experts (such as Clayton Christensen, in *The Innovator's Prescription* (2009)) predict that most of today's health care organizations cannot change internally to survive in their present form, and are likely to be displaced by new forms of health care delivery. They may be right, but the collateral damage associated with the demise of much of the current health care industry would be extremely painful for governments, businesses, poorly served patients, and health care professionals. Beginning now, it is worth the effort to build health care organizations' managerial capacity to transform from within.

The health care leadership challenges that characterize the United States are arguably applicable to Texas, only more so. In particular, the Texas Medical Center is a global nexus of health care innovation. At the same time, Texas leads the United States in its rate of uninsured (Kaiser Family Foundation), an economic status associated with diminished health care access and poor health outcomes. Among the almost 40% of Texas residents who are Hispanic, those who are undocumented experience particularly disproportionate burden of disease. In recent years, increasing proportions of Americans of all races and ethnicities have struggled to meet basic needs. The result is an uneasy coexistence of world class quality and shocking gaps in access and health outcomes.

Unfortunately, in Houston as elsewhere, there is a severe shortage of education and research on how to initiate and sustain organizational change. The Centers for Medicare and Medicaid Services (CMS), for example, has only recently launched initiatives to help a small number of health systems innovate. In light of challenging environments as well as major emerging opportunities, leaders of major health systems within the Texas Medical Center have shared with the authors of this proposal the need for high quality health care management education.

3. How does your program meet the needs of the state and locality?

The proposed EMHA will build individuals' managerial capacity to overcome the complex, dynamic problems their organizations face, often within the context of substantial government regulation, interdependence with a range of autonomous organizations, and severe resource constraints. In addition, this program will serve as an interdisciplinary and inter-organizational learning collaborative. Both facets are key collateral benefits of the program's structure. First, participants from a range of clinical and non-clinical backgrounds will learn to appreciate the knowledge, assumptions, and values of each other's disciplines (e.g., nursing, various medical specialties) bring to health care. This will help students work more effectively with individuals from other disciplines within their own organizations. Second, participants will work closely with employees of other organizations, which, while geographically proximate, may have very little current contact or even be rivals. Thus, the second key collateral benefit of the planned program structure will be inter-organizational learning among rising leaders of area providers. We anticipate that EMHA graduates' collaborations across hospitals, physician groups, health departments, and other providers will indirectly but powerfully improve population health in Texas over time, especially in the Houston area.

4. Administrative Structure:

- Identify the person/office directly responsible for the overall management of the offering.

Murray Côté, Ph.D., Department of Health Policy and Management, School of Rural Public Health, Texas A&M Health Science Center

5. Financial Implications

- Explain how this program is being delivered at a reasonable cost.

The proposed Executive MHA degree is priced significantly lower than comparable Texas based programs. According to our budget, the total two year cost of the EMHA will be approximately \$33,000. We believe that even participants who need to borrow money to pay for this degree could pay off that debt within several years. For many students, this cost will be defrayed by employers. For instance, Ben Melson, CFO at Texas Children's Hospital is planning on sponsoring several of his staff every year to join the EMHA program.

6. Courses

- List the courses involved in the program.

Year 1

1. **EMHA 606 (Health Systems Management)** – This course introduces conceptual frameworks and practices associated with key functions in the management of complex health organizations.
2. **EMHA 601 (Population and Public Health for Health Professionals)** – An introduction and discussion of the basic principles of population and public health including: epidemiology, environmental and occupational health, health management, and social and behavioral determinants of health.
3. **EMHA 602 (Managing Healthcare Data and Information)** – This course will cover analytical techniques to support managerial decision making in health care. The course will cover descriptive statistical techniques for the presentation of health care data and applicability of the descriptive statistical techniques, a survey commonly used inferential statistical techniques for data analysis is presented. Throughout the course material, emphasis is on the sources and uses of health care data and information for decision-making, and on the interpretation and evaluation of health care research. Course introduces computer-based information systems, architectures and applications in the management of health services organizations. It also addresses systems designs, data management systems, data access and communications, and the implications of expanding technological capacities for information management systems.
4. **EMHA 661 (Health Economics)** – Provides basic concepts in economic theory and analysis applied to health care delivery in the United States. Course addresses supply and demand issues for health services, payment systems and health insurance including issues in health delivery in a competitive market and public sector involvement.
5. **EMHA 623 (Healthcare Financial Management)** – Course is designed as an overview of health financing and techniques for financial management in health services settings, blending theory and practice through lecture, discussion and case analysis. This course also examines major sources of public and private health services funding.
6. **EMHA 617 (Quality and Process Improvement)** – Overview of evolving health delivery system quality mechanisms and approaches for maximizing quality improvement in healthcare organizations. Includes concepts and practices of quality assessment, control and improvement, and accreditation and outcome analysis in service delivery systems.

Year 2

7. **EMHA 620 (Operations Management)** – This course is organized around the types of tactical and operational decisions made by health care operations managers. Tactical decisions are medium- and long-term decisions that

together determine the processes by which health care services are produced and delivered, while operational decisions are short-term decisions concerned with utilizing resources to meet the objectives of the organization in an efficient manner. Building on a "system-based" approach to the health care environment, analytical tools are examined to aid problem solving and decision-making in health care organizations.

8. **EMHA 616 (Management of Human Resources)** – An introduction to the range of human resources issues facing the health delivery system administrator from benefits to grievances and human resources management in health organizations. Course also covers personnel practices such as job analysis and description, recruitment, selection and compensation in various health delivery system settings.
9. **EMHA 633 (Health Law and Ethics)** – Course covers torts, contract law, corporate liability, malpractice, key federal and state regulations, and records management relative to health care. Important health case law is discussed. Ethical considerations are discussed as they relate to the law and management of health delivery systems.
10. **EMHA 614 (Strategic Planning and Marketing)** – This course offers an introduction to strategic planning and management in health services organizations. Processes and formats employed in strategic planning and marketing are presented and applied in case studies and a final project. Elements of market assessment, environmental analysis and strategy development are presented and applied to course practices.
11. **EMHA 640 (Health Policy and Politics)** – This course examines public and private sector institutions responsible for health policy development at the national and state levels, the interaction of national and regional health systems to create and implement rural health policies, and public programs providing health coverage, particularly those targeting rural residents.
12. **EMHA 680 (Health Systems Leadership)** – Provides opportunity to integrate essential content and employ tools acquired in all preceding classes by assessing current and contemporary issues confronted by health service organizations leaders. adjunct

7. Faculty

- List faculty members that will be involved in the program, indicating highest earned degree/institution and their anticipated contribution to the program.

Name of Core Faculty and Faculty Rank	Highest Degree and Awarding Institution	Courses Assigned in Program
e.g.: Robertson, David Asst. Professor	PhD. in Molecular Genetics Univ. of Texas at Dallas	MG200, MG285 MG824 (Lab Only)
Jennifer Griffith Assistant Professor	Dr.P.H., Health Behavior and Health Education School of Public Health, the University of North Carolina at Chapel Hill	EMHA 601
Hye-Chung Kum Associate Professor	Ph.D. Computer Science University of North Carolina at Chapel Hill	EMHA 602
New hire	TBD	EMHA 606
New hire	TBD	EMHA 614
Jane Bolin Professor	Ph.D. in Health Services Research The Pennsylvania State University	EMHA 616
Murray Côté Associate Professor	Ph.D. in Management Science Texas A&M University	EMHA 617
New hire	TBD	EMHA 620
Sean Gregory Assistant Professor	Ph.D. in Health Services Research, Policy & Administration School of Public Health University of Minnesota	EMHA 623
Jane Bolin Professor	Ph.D. in Health Services Research The Pennsylvania State University	EMHA 633
New hire	TBD	EMHA 640
Robert Ohsfeldt Professor	Ph.D. Economics University of Houston	EMHA 661
New hire	TBD	EMHA 680

- Specify course(s) each faculty member would teach and their current involvement with the program by the semester the course will be taught.

All of the faculty listed above will already be teaching the class(es) ascribed to them in College Station prior to teaching these classes in Houston.

- How will faculty resources be provided, that is, hiring additional faculty, reallocating faculty resources from other programs, etc. to accommodate the increase in student enrollment?

We have requested \$350,000 in start-up funds from the Health Science Center. These funds will fully cover the opportunity costs of shifting current Health Policy and Management faculty from College Station to Houston classes and the costs of hiring three additional faculty and one staff person, as well as such non-personnel costs as those relating to program marketing and travel. We have developed plans for covering every class in both existing College Station programs and the EMHA in Houston through AY 2017, the point at which we will be offering both first and second year classes in Houston, i.e., the program will be fully operational. All faculty listed in this proposal have agreed to teach in the EMHA.

8. Evaluation

- How will your institution monitor the quality of the program and student learning outcomes for this specific location?

Department leadership is committed to evidence-based education through ongoing advising, student use of professional portfolios, and assessment of educational competencies from the National Center for Healthcare Leadership and the Association of Schools and Programs of Public Health. In addition, the MHA program has an annual evaluation of overall program processes along with standard course evaluations. The information from advising, teaching evaluations, performance on competencies, and graduating student exit interviews is shared in summary form with MHA program faculty every year.

The proposed Executive MHA program will also be supported by short and long range planning for SRPH conducted by the Dean's Office, the Executive Committee (Department Heads, Directors, Associate Dean, Business Affairs), and Department Heads, with periodic review by the Academic Council (Dean, Associate Dean, Department Heads, Chairs of Standing Committees, faculty and student representatives).

- Describe procedures for evaluation of the program and its effectiveness in the first five years of the program, including admission and retention rates, program outcomes assessments, placement of graduates, changes of job market need/demand, ex-student/graduate surveys, or other procedures.

The success of the Executive MHA program in Houston will be closely monitored by the MHA Program Director and the SRPH Office of Academic Affairs. This will include tracking admission and retention rates of students annually, including representation of traditionally under-represented racial and ethnic groups. In addition, an annual survey of graduates will be conducted to determine current occupational status, career mobility, satisfaction with preparation, and suggested areas for improvement across all aspects of the Executive MHA program. Because EMHA students will generally be working full time when they enter our program, our goal for participants is not job placement as much as enhanced effectiveness in their current positions. However, one metric of program success will be promotions during and after program participation. Additional studies of the job market and an evaluation of employers would also be conducted every third year or as needed. This information is used not only for internal monitoring of program effectiveness but also for accreditation for both the Council on Education for Public Health (CEPH) and the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC).

- How would evaluations be carried out for this specific location?

Students will complete a standard course evaluation online for every class. In addition, the head of the MHA program (Dr. Murray Côté) will debrief in person with every cohort every semester about their experience of the program and how the department can better support their learning.

Step Three: Complete, sign and submit with proposal the “Texas Higher Education Coordinating Board Certification Form for Off Campus Programs” on the following page.

Texas Higher Education Coordinating Board

Certification Form for Electronically Delivered and Off-Campus Education Programs

Based on *Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically*.

CURRICULUM AND INSTRUCTION

- Each program or course results in learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded.
- A degree or certificate program or course offered electronically is coherent and complete.
- The program or course provides for appropriate interaction between faculty and student and among students.
- Qualified faculty provide appropriate oversight of the program or course that is offered electronically.
- Academic standards for all programs or courses offered electronically will be the same as those for programs or courses delivered by other means at the institution where the program or course originates.
- Student learning in programs or courses delivered electronically should be comparable to student learning in programs offered at the campus where the programs or courses originate.

INSTITUTIONAL CONTEXT AND COMMITMENT

Role and Mission

- The program or course is consistent with the institution's role and mission.
- Review and approval processes ensure the appropriateness of the technology being used to meet the objectives of the program or course.

Students and Student Services

- Program or course announcements and electronic catalog entries provide appropriate information.
- Students shall be provided with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technological competence and skills, technical equipment requirements, availability of academic support services and financial aid resources, and costs and payment policies.
- Enrolled students have reasonable and adequate access to the range of student services and student rights appropriate to support their learning.

- The institution has admission/acceptance criteria in place to assess the extent to which a student has the background, knowledge and technical skills required to undertake the program or course.
- Advertising, recruiting, and admissions materials clearly and accurately represent the program or course and the services available.

Faculty Support

- The program or course provides faculty support services specifically related to teaching via an electronic system.
- The institution assures appropriate training for faculty who teach via the use of technology.
- The institution provides adequate equipment, software, and communications access to faculty to support interaction with students, institutions, and other faculty.

Resources for Learning

- The institution ensures that appropriate learning resources are available to students.
- The institution evaluates the adequacy of, and the cost to students for, access to learning resources and documents the use of electronic resources.

Commitment to Support

- Policies for faculty evaluation include appropriate recognition of teaching and scholarly activities related to programs or courses offered electronically.
- The institution demonstrates a commitment to ongoing support, both financial and technical, and to continuation of the program or course for a period of time reasonable and sufficient for students to complete the course or program.

EVALUATION AND ASSESSMENT

- The institution evaluates the program's or course's educational effectiveness, including assessments of student learning outcomes, student retention, and student and faculty satisfaction.
- At the completion of the program or course, the institution provides for assessment and documentation of student achievement in each course.

On behalf of *Texas A&M Health Science Center*, I assert that the preceding Coordinating Board criteria have been met for all courses and programs that will be delivered electronically and off-campus face-to-face.



Chief Academic Officer or President

April 4, 2014
Date

Name: Brett Giroir, MD

Title: Executive Vice President and CEO, TAMHSC

THECB 6/2010

**DISTANCE EDUCATION
OFF CAMPUS (FACE-TO-FACE) REQUEST
APPROVAL FORM**

Submitted by:

- | | |
|--|---|
| <input type="checkbox"/> Texas A&M University | <input type="checkbox"/> Texas A&M University-Texarkana |
| <input type="checkbox"/> Texas A&M University- Central Texas | <input type="checkbox"/> Texas A&M International University |
| <input type="checkbox"/> Texas A&M University-Commerce | <input type="checkbox"/> Prairie View A&M University |
| <input type="checkbox"/> Texas A&M University-Corpus Christi | <input type="checkbox"/> Tarleton State University |
| <input type="checkbox"/> Texas A&M University-Kingsville | <input type="checkbox"/> West Texas A&M University |
| <input type="checkbox"/> Texas A&M University-San Antonio | <input checked="" type="checkbox"/> Texas A&M Health Science Center |

Distance Education : Off-Campus (Face-to-Face) Authorization Request

List the proposed degree and CIP code:

Degree: Master of Health Administration

CIP Code: 51.2211.00

When is the effective date of the proposed program? August 2015

Higher Education Center: No area notification required. Complete form and send to System for approval. Check the one that applies.

University or System Center: administered by a university system or individual institution with minimal administration and locally provided facilities.

Multi-Institutional Teaching Center (MITC): administered between two or more public institutions and/or independent institution with minimal administration. MITC requires approval from the administrative council of the proposed offering. Attach this approval to the proposal.

Higher Education Teaching Site: an "off-campus teaching center that promotes access in an area not served by other public universities." Teaching sites offer limited courses and/or programs. Notification of offerings must be sent to peer institutions (i.e., public universities and centers) within a 50 mile radius of proposed site and within 60 business days prior to effective date. (System and CB should be copied on notification).

Degree will be offered at the following location(s): Please include zip code.

HSC Building 2121 W. Holcombe Blvd, Houston, TX 77030 (in the Texas Medical Center)

The HSC Building is not currently in use during weekends. Hence, we anticipate approval to use this building

for EMHA classes. The HSC Space Committee is currently considering our requests for both classroom and

space. If there is not office space in the HSC Building, HPM will absorb the cost of renting an

office in or near the Texas Medical Center from our current budget for EMHA program initiation.

Summary of Proposal (Include Background Information and Rationale for the change.)

This proposal outlines plans to establish an Executive Master of Health Administration (MHA) Program in Houston, Texas. This graduate program will be an expansion of the current MHA program offered at the College Station campus, tailored for the mid-career healthcare professional.

The primary rationale for this request is to fulfill an identified need within the Houston and surrounding market area for Master's level education for mid-career healthcare professionals. As health care providers assume increasing responsibility for improving population health in the context of accelerating complexity and change, the need for skilled managers is becoming increasingly acute. There is currently no other Master's level program offered in Houston comparable to that outlined in this proposal, as the existing programs are intended for individuals who are within a few years of earning their bachelor's degree or have very limited healthcare experience, and are provided in a manner that is not necessarily amenable to working professionals (e.g., offered during the weekday). Through numerous preliminary discussions with executive decision-makers in the Texas Medical Center as well as additional market analysis, we have developed a model for which we anticipate strong industry support and student demand. Texas A&M's MHA program is uniquely well-situated to offer the proposed program because of the excellence of our existing residential MHA and strength of ties with a range of Texas Medical Center organizations.

The Executive MHA program will be a 12-credit hour, master's degree that will take two years to complete. Students will be admitted to the program in August of each year and graduate with the MHA degree in two years. This delivery model is a compressed version of the current 57-credit hour MHA program tailored to a different student population. The course sequence will be lock-step, with no electives, and each course will be taught in-person on weekends at the Texas Medical Center campus. Each course will be taught over two consecutive months.

The Executive MHA program will be housed and administered through the Department of Health Policy and Management in the School of Public Health. Faculty in the Department are supportive of this initiative and will provide instruction for the majority of courses within the new program. The Program Director will oversee all operational activities associated with this program ranging from course sequencing, description, faculty teaching assignment, and student selection and advisement. Based upon the estimated budget and enrollment projections, this initiative will require financial support from the TAMHSC for the first three years until the Executive MHA program has established an annual enrollment of 25 students per cohort, or 50 students total per year.

Financial Implications:

Approximately \$350,000 in start-up funding is anticipated for this program (\$100,000 in 2014-2015 (the year before the program launches), \$100,000 in 2015-2016 (when we project an initial cohort of 15 students to enroll), and \$150,000 for 2016-2017 (when another 20 students are expected to enroll), until operations reach a break-even point in 2017-2018 (i.e., in year 3 of program operations).

Total program costs will be approximately \$50,000 per year once the program is fully operational. A combination of tuition and fees, subvention dollars, and small school multiplier dollars will cover these expenses by the 2017-2018 year. By that point we expect entering cohorts of approximately 25 students per year, for a total of 50 students enrolled at any given point in time.

Sensitivity analyses show the program breaking even in 2017-2018 even if enrollment is as low as 15 students per year because of the anticipated subvention and small school multiplier funding. However, this circumstance would also prompt expansion of marketing beyond the Houston area, using Health Policy and Management's strong state and national networks. Although our initial marketing focus will be Houston and more specifically, the Texas Medical Center, the program's once-a-month format and location near major airports is likely to attract participants from throughout Texas and beyond.

University: Request for Authorization

I recommend adoption of the following program

“Having complied with all of the requirements of the Texas Higher Education Coordinating Board, Texas A&M Health Science Center (University name) is hereby authorized to offer the Master of Health Administration (Degree) program by distance education, electronic to individuals (online delivery) effective August 2015.

The Texas A&M University System Office of Academic Affairs finds that the program offering aforementioned is within the role and scope and capacity of the institution and will benefit students.

Texas A&M Health Science Center (University name) certifies that the proposed distance delivery of the aforementioned program meets the criteria under Texas Administrative Code Chapter 4 Subchapter P regarding quality of the curriculum and courses; delivery of instruction; evaluation, training, supervision, and support of faculty; financial resources; and admission of and support services for students. The program is within the role and mission of the institution and in the Table of Programs. The institution will comply with the standards and criteria of the Commission on Colleges of the Southern Association of Colleges and Schools and will adhere to criteria outlined in Principles of Good Practice for Degree and Certificate Programs and Courses Offered Through Distance Education.”

Approval – University:

Signature line for University President

Date line

University President Print Name of President

Authorization: System

Approval – Texas A&M University System:

James H. Hallmark, Ph.D. Office Chancellor for Academic Affairs

Date