STAGE I

SAM HOUSTON STATE UNIVERSITY
NEW DEGREE PROGRAM REQUEST: STAGE I NEED & FINANCIAL ANALYSIS
BACHELOR AND MASTER'S

Directions: The **New Degree Program Request: Stage I Need & Financial Analysis** form is to be used to propose a new Bachelor's or Master's degree program in which (a) the new costs to the program during the first five years of the program **would not** exceed $2 million and (b) the proposed program is a non-engineering program.

If the proposed program does not meet the criteria listed above, the New Degree (Expanded) Program Request: Stage I Need & Financial Analysis form must be completed.

Before completing this form: Please, submit the Program Analytics Request to begin the New Program Development process.

Assistance: Contact the Office of Academic Planning and Program Development (936) 294-2291.

University Curriculum Committee: Curriculum Development Statement

* Asterisk denotes headers with directional information.

Administrative Information
Completed by Program Analytics.

Administrative Program Information
☐ Bachelor Program ☒ Master Program ☐ 3+2 Program ☐ 4+1 Program
1. ***Program Name:** Master of Health Administration
2. ***Proposed CIP Code (Number/Title):** 51.0701.0014, Health/Healthcare **Justification:** If CIP Code selected is outside the norm for the discipline. For CIP Code, see Texas CIP Codes (Note: The THECB no longer accepts CIP Codes that end in "99").
3. ***Number of Required Semester Credit Hours (SCH):** 36
4. ***Administrative Unit:** The Department of Public Health within the College of Health Sciences
5. ***Location and THECB Defined Delivery Mode (***Select all that apply***):** ☐ In-Person (less than 50% online)**,** ☐ Hybrid (50 – 99% Online)**,** ☒ 100% Online If modality, In-Person or Hybrid, will more than 50% of the program's instruction take place at an off-campus location? ☐ Yes ☒ No If yes, provide a) Title of off-campus location N/A 　　　　　　　　　b) Address of off-campus location N/A Note: For all online delivery modes, see THECB Approval of Distance Education Process
6. **Planned funding model for the first 5 years of the program:** 　　☒ Formula-funded 　　☐ Self-supported 　　☐Other (please describe): Click or tap here to enter text.
7. **Embedded Degree/Certificate:** Does the program include any **new** degrees or certificates not yet submitted that are fully imbedded within the proposed degree program not yet approved for delivery? ☐ Yes ☒ No 　　If yes, ☐ Degree ☐ Certificate

Administrative Unit: Click or tap here to enter text.
Degree/Certificate Title: Click or tap here to enter text.
Degree/Certificate Designation: Click or tap here to enter text.
SCH Required: Click or tap here to enter text.
CIP Code: Click or tap here to enter text.
Proposed Implementation Date: Click or tap here to enter text.

8. **Current SHSU Programs: 4+1 / 3+2 Program Structure (If applicable)**

    a. **Please select the appropriate field below:**

       ☐ The proposed 4+1/3+2 program expansion is a 20% or less change from the existing SHSU program.
       *Catalog changes are defined by THECB as 20% or less difference from existing degree programs. Please note that program development that falls in this category **cannot** be considered a new degree program within the SHSU system.

       ☐ The proposed 4+1/3+2 program expansion is between 21-49% different from the existing SHSU program.
       *Please note that additional Academic Planning and Program Development approval will be required if this is selected since THECB defines catalog changes to be 20% or lower and new programs 50% or greater.

       ☐ The proposed 4+1/3+2 program expansion is a 50% or greater change from the existing SHSU program.

9. *Proposed Implementation Date: September 1, 2025

10. *Proposal Contact Person:

    Name: Praphul Joshi, PhD
    Title: Professor / Graduate Coordinator
    E-mail: pxj015@shsu.edu
    Phone: 936-294-2767

11. *Department Curriculum Committee (DCC) Notes: None.

12. *College Curriculum Committee (CCC) Notes: None.

13. *Administrative Notes: In collaboration with the College of Business Administration (COBA).

New degree program development is divided into two forms encompassing two stages (Stage I: Need & Financial Analysis and Stage II: Content and Quality), which are essential for establishing a thorough review of the proposed program. Please, complete the stages in order, with the appropriate approval workflows as described between each.

A. *__Brief Program Description__:

- **Overview/Description:**

A Master of Health Administration (MHA) degree enables students and professionals to advance their careers and take on leadership roles in healthcare delivery and financing organizations. These leaders plan, direct, and coordinate services in a wide variety of care delivery settings. The program blends coursework in healthcare management, policy, and business principles, providing a comprehensive education that equips graduates to navigate the complex and evolving healthcare landscape. Career outcomes include healthcare executive, health services manager, and policy and advocacy specialist, among others.

With an MHA, students learn a variety of essential skills, such as how to efficiently collect, maintain, and analyze data to help them execute effective decisions specific to the healthcare industry. They can become highly trained health informatics specialists, clinical analysts, or clinical informatics managers with the goal of lowering costs, improving patient outcomes, and boosting communication.

MHA programs also teach students how they can make a positive difference in healthcare organizations and patient outcomes. They learn how to approach healthcare administration from patient-centered, policy, and business perspectives, as well as how to make lasting changes in high-quality healthcare for patients.

Many programs are taught by active health administration professionals who supply students with insider knowledge and perspectives. Students can prepare for executive-level decision-making through the exploration of complex moral and ethical issues, and because they learn the skills necessary to lead healthcare organizations in patient-centered care, they can help manage costs at the same time. Since healthcare is a heavily regulated field with many practical and professional challenges, an MHA is considered ideal for healthcare professionals seeking advancement into leadership and executive positions.

The proposed MHA program is aligned with the competency-based criteria established by the Commission on Accreditation of Healthcare Management Education (CAHME). The Commission strives to ensure graduate-level students are well prepared to serve as leaders in the fields of healthcare management, quality and safety, and/or population health.

Each course in the proposed degree provides the student with a specific set of observable and measurable abilities that include the knowledge, skills, values, and attitudes that are necessary to be a successful health professional. Further, the proposed MHA curriculum includes the core competencies recognized by CAHME for the profession of Healthcare Management in the following overarching domains across the curriculum:

- Domain 1: Communications and interpersonal effectiveness
- Domain 2: Critical thinking, analysis, and problem solving
- Domain 3: Management and leadership
- Domain 4: Professionalism, ethics, and transparency

Students have the opportunity to acquire practical experience through the completion of a capstone and/or practicum in healthcare settings, such as hospitals, clinics, or healthcare consulting firms. The delivery format of the MHA is online with asynchronous coursework allowing flexible options for working professionals to complete their classes and the capstone and/or practicum experience.

The *MHA Appendices* included in the proposal provide information related to the specific courses, and their alignment with the CAHME core domains. The Course Sequencing Spreadsheet (Appendix B), the Curriculum Schematic (Appendix C), and the CAMHE Self-Study Handbook (Appendix A) detail the curriculum design and core competency alignment with CAHME. The Department of Public Health developed the MHA degree program to meet the accreditation standards required by the CAHME, and the department will follow the criteria and timeline specified in the Self-Study Handbook for program accreditation.

- **Program Learning Objectives**

  Upon completion of the program, students will be able to:

  1. Develop the ability to navigate complex ethical dilemmas and understand the cultural dynamics that influence healthcare delivery through cultural competence, diversity, and healthcare ethics;
  2. Employ effective leadership skills tailored specifically to the healthcare industry that include critical thinking and ethical decision making:
  3. Analyze healthcare policy, regulations, and compliance essential for healthcare administrators
  4. Interpret the unique challenges and complexities of managing healthcare organizations; and
  5. Ensure patient safety through quality improvement methodologies, patient-centered care, and risk management.

B. *Existing Programs:

g. **Similar Programs:** *Please provide a list of comparable programs in Texas (and nationally, if applicable).*

Degree Title/Designation	University	CIP Code
Master of Healthcare Administration	Texas State University	51.0701.0014

Master of Health Administration	Texas A&M School of Public Health	51.0701.0014
Master of Healthcare Administration	Texas Woman's University	51.0701.0014
Master of Health Administration	University of North Texas at Fort Worth	51.0701.0014
Master of Health Administration	University of Texas at Tyler	51.0701.0014
Master of Healthcare Administration	University of Houston Clear Lake	51.0701.0014
Master of Science in Healthcare Administration	Texas Tech University Health Sciences Center	51.0701.0014
Master of Science in Health Care Administration	Texas Southern University	51.0701.0014
Master of Business Administration in Healthcare Administration	Baylor University	51.0701.0014
Master of Healthcare Administration	University of Incarnate Word	51.0701.0014
Master of Healthcare Administration Master of Healthcare Management	Trinity University	51.0701.0014
Master of Business Administration in Healthcare Administration	Lamar University	51.0701.0014
Master of Healthcare Administration Concentration in Healthcare Administration	Texas A&M Corpus Christi	51.0701.0014

a. **Feeder & Related Programs***: Please list related and feeder programs **at the institution that will provide a pipeline for enrollment in the proposed program**.*

Degree Title/Designation	University	CIP Code	Feeder or Related
BS in Health Care Administration	Sam Houston State University	51.0701.0014	Feeder
BS in Public Health	Sam Houston State University	51.0701.0014	Feeder
BS in Health Science	Sam Houston State University	51.0701.0014	Feeder
BA in Bilingual Health Care Studies	Sam Houston State University	51.0701.0014	Feeder

|			
BBA in General Business Administration	Sam Houston State University	52.0201.0016	Feeder
BBA in Human Resource Management	Sam Houston State University	52.1001.0016	Feeder
BBA in Management	Sam Houston State University	52.1301.0016	Feeder
BBA in Marketing	Sam Houston State University	52.1401.0016	Feeder
BBA in Supply Chain Management	Sam Houston State University	52.1301.0016	Feeder
BBA in Economics	Sam Houston State University	52.0601.0016	Feeder
BBA in Finance	Sam Houston State University	52.0801.0016	Feeder
BBA in Accounting	Sam Houston State University	52.0301.0016	Feeder
BBA in Management Information Systems	Sam Houston State University	52.1201.0016	Feeder
BBA in Entrepreneurship	Sam Houston State University	52.0701.0016	Feeder
BBA in International Business	Sam Houston State University	52.1101.0016	Feeder
BBA in Banking and Financial Institutions	Sam Houston State University	52.0803.0016	Feeder
BS / BA in Homeland Security Studies	Sam Houston State University	43.0301.0019	Feeder
BS in Biomedical Sciences	Sam Houston State University	26.0102.0002	Feeder
BS in Nursing	Sam Houston State University	51.3818.0020	Feeder
BS in Food Science and Nutrition	Sam Houston State University	01.1001.0005	Feeder
BS in Human Performance and Wellness Management	Sam Houston State University	51.0001.0001	Feeder
BA / BS in Communication Studies	Sam Houston State University	09.0100.0001	Feeder

Sub-Sections c. – d. are prepopulated by Program Analytics. *Proposer provides additional context or clarification if needed*.

b. Existing Programs (and <u>location</u>):

    i. Enrollments – Texas Programs (Same CIP) and Similar Texas Programs (Different CIP) (4 years):

Public Institution Enrollment Trends

h. All but three (3) public institutions increased in enrollment fall-to-fall between 2020 and 2022 – Texas Southern University (52.94%), Texas Woman's University (29.37%), and Texas State University (4.88%).
i. Texas Woman's University has had the highest enrollment trends (enrollment count ranging from 286-390), followed by University of Houston-Clear Lake (165-215) and West Texas A&M (152-229).
j. Overall, total fall-to-fall enrollment trends in Texas public institutions for CIP 51.0701 have slightly decreased from 2020-2022 (-2.5%), and spring-to-spring enrollments have increased (8.4%).

Master Degree Enrollments by Public Institution 2020-2022
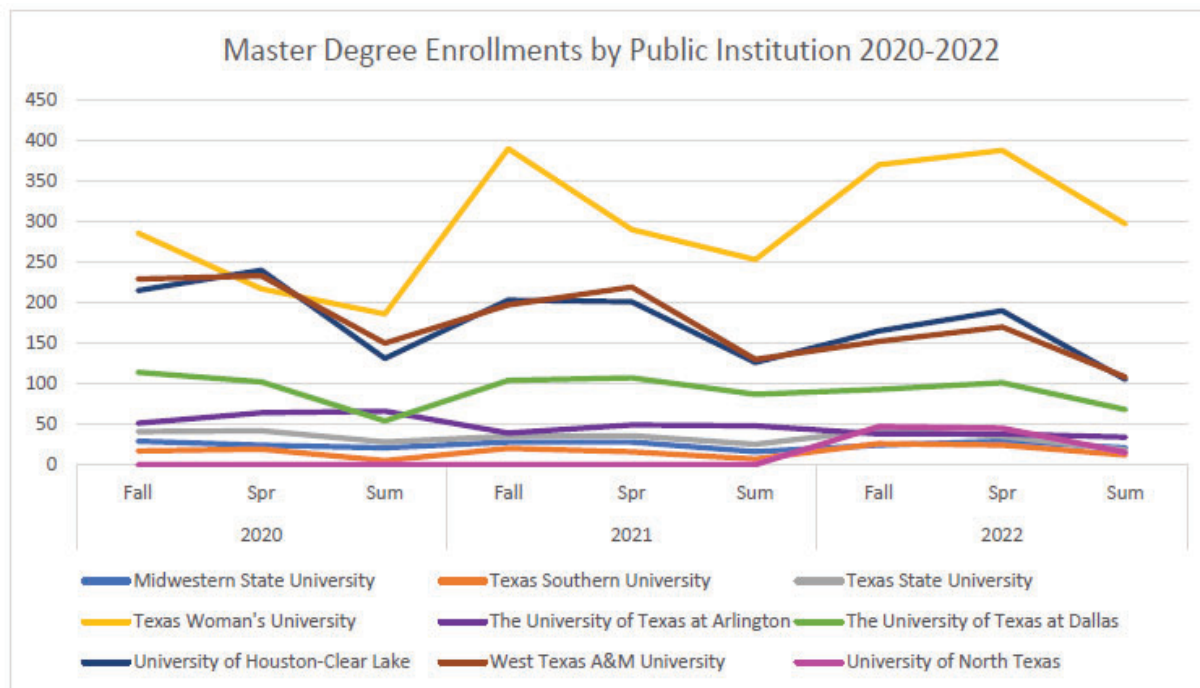
	Master Degree 3-Year Enrollments								
Institution	**2020**			**2021**			**2022**		
	Fall	**Spring**	**Sum**	**Fall**	**Spring**	**Sum**	**Fall**	**Spring**	**Sum**
Midwestern State University	29	24	21	28	28	16	24	29	21
Texas Southern University	17	19	5	20	16	7	26	24	12
Texas State University	41	42	28	35	36	25	43	35	18
Texas Woman's University	286	217	186	390	290	253	370	388	297
The University of Texas at Arlington	51	64	66	39	49	48	38	38	34
The University of Texas at Dallas	114	102	54	104	107	87	93	101	68
University of Houston-Clear Lake	215	240	131	203	201	126	165	190	105
West Texas A&M University	229	233	150	197	219	130	152	170	108
University of North Texas	0	0	0	0	0	0	47	45	15

Note: the above figures represent trends in Texas for the proposed CIP code; enrollment includes master-level students.
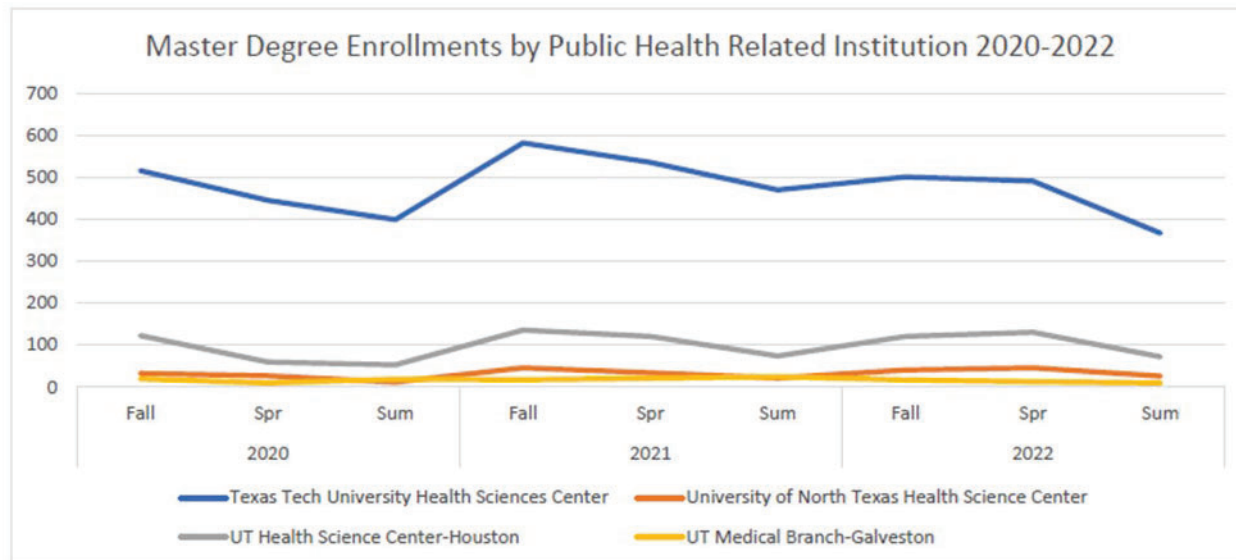Source: Data retrieved from Texas Higher Education Coordinating Board (THECB)

SOURCE: *SHSU Program Analytics- Program Analysis: Master of Healthcare Administration, 2024, page 3.*

Public Health Related Institution Enrollment Trends

Only one (1) public health related institution increased enrollment fall-to-fall between 2020 and 2022, University of North Texas Health Science Center (24.24%).
   k. Texas Tech University Health Science Center has highest overall enrollment trends in the state of Texas, ranging from 399-582, surpassing TWU (286-390).
   l. Total fall-to-fall enrollment trends in Texas public health related institutions for CIP 51.0701 have slightly decreased from 2020-2022 (-1.73%), and spring-to-spring enrollments have increased (25.7%).
   m. Despite minor fluctuations, overall enrollment data for Master's in Health Administration programs in Texas indicates a steady demand.

Master Degree Enrollments by Public Health Related Institution 2020-2022

Note: the above figures represent trends in Texas for the proposed CIP code; enrollment includes master-level students.
Source: Data retrieved from Texas Higher Education Coordinating Board (THECB)

Institution	Master's Degree 3-Year Enrollments								
	2020			2021			2022		
	Fall	Spring	Sum	Fall	Spring	Sum	Fall	Spring	Sum
Texas Tech University Health Sciences Center	516	445	399	582	536	470	501	491	367
University of North Texas Health Science Center	33	27	12	46	34	22	41	46	26
UT Health Science Center-Houston	123	60	53	136	121	74	121	131	72
UT Medical Branch-Galveston	20	10	19	18	21	25	17	13	10

SOURCE: SHSU Program Analytics- Program Analysis: Master of Healthcare Administration, 2024, page 4.

      i. **Completion Trends –** Texas Programs (Same CIP), Similar Programs (Different CIP) and/or Out-of-State (4 years):

n. Texas has 21 schools offering a Master of Healthcare Administration, with zero program growth from 2018 to 2022.
o. 50% of the master's degree programs listed below in CIP 51.0701 have positive YOY growth rate.
p. In Texas, Texas Tech University Health Sciences Center dominates the market for Master's in Health Administration programs, holding a 51.8% share among all institutions, and 337 completions for CIP 51.0701 in 2022.
q. MHA programs in Texas operate within a highly competitive landscape, as indicated by the market concentration with one dominant institution.

Institution	Master Degree Completions (2022)	Growth % YOY	Market Share	IPEDS Tuition & Fees
Texas Tech University Health Sciences Center	337	51.8%	35.0%	$10,817
Texas Woman's University	94	40.3%	9.8%	$8,311
University of Houston-Clear Lake	85	-26.7%	8.8%	$7,698
The University of Texas at Dallas	69	27.8%	7.2%	$14,564
West Texas A & M University	55	-14.1%	5.7%	$9,101
The University of Texas at Austin	49	16.7%	5.1%	$11,698
The University of Texas Health Science Center at Houston	49	36.1%	5.1%	$12,693
Baylor University	38	-25.5%	4.0%	$51,738
University of North Texas	34	Insf. Data	3.5%	$11,140
The University of Texas at Arlington	26	-36.6%	2.7%	$11,727
Texas State University	25	4.2%	2.6%	$11,135
University of North Texas Health Science Center	17	54.5%	1.8%	$10,921
Our Lady of the Lake University	14	-17.6%	1.5%	$31,124
University of the Incarnate Word	13	-51.9%	1.4%	$34,400
The University of Texas Medical Branch at Galveston	13	225.0%	1.4%	$10,713
Midwestern State University	11	-35.3%	1.1%	$9,776
American College of Acupuncture and Oriental Med	10	11.1%	1.0%	N/A
Texas Southern University	8	-11.1%	0.8%	$8,637
Strayer University-Texas	8	14.3%	0.8%	$13,515
LeTourneau University	4	-69.2%	0.4%	$34,470
American InterContinental University-Houston	3	-25.0%	0.3%	$14,725

Note: the institutions highlighted above offer online MHA programs.

SOURCE: *SHSU Program Analytics- Program Analysis: Master of Healthcare Administration, 2024, page 5.*

Distance Offered Programs (online) and Non-distance Offered Programs (face-to-face) Completion Trends

r. Non-distance (face-to-face) MHA programs experienced a 10.1% increase in completions from 2012 to 2022.

s. Distance (online) offered MHA programs in Texas have grown by 29% between 2018 and 2022, with Texas Tech University Health Sciences Center students accounting for 74.9% of completions in online programs.

t. Completions from distance offered programs across all institutions offering MHA programs in Texas increased 689.5% between 2012-2022.

u. The data indicate a growing demand for MHA programs in Texas, particularly in distance learning.
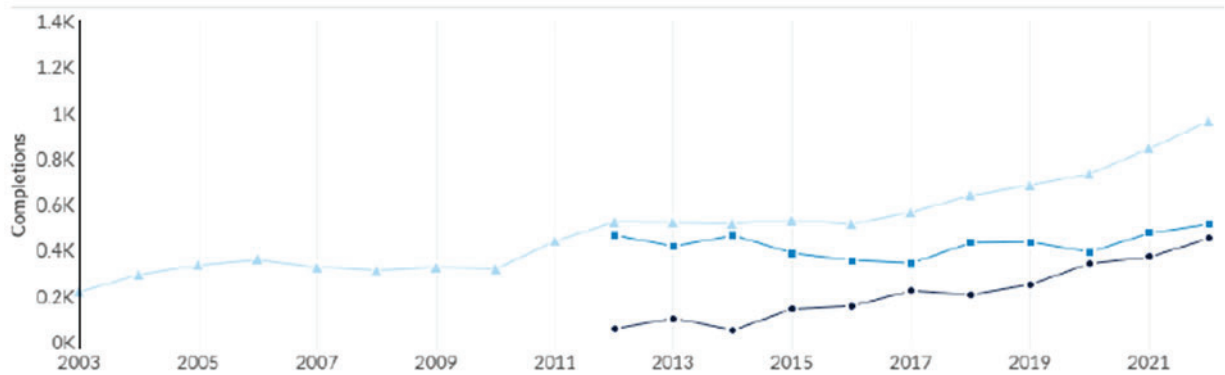
Program Modality	2012	2022	% Change
● Distance Offered Programs	57	450	689.5%
■ Non-Distance Offered Programs	465	512	10.1%
▲ Programs	522	962	84.3%

SOURCE: SHSU Program Analytics- Program Analysis: Master of Healthcare Administration, 2024, page 6.

        i. ***Enrollment and Completions Context:** (Optional). Click or tap here to enter text.

    b. **Top Occupations and Job Titles of Alumni from Existing Texas Programs:**

- 7,913 graduate profiles from competing institutions in Texas were identified.
- Top occupation is Medical and Health Service Managers (880 profiles; 11.12%).
- Top job title is Chief Executive Officers (107 profiles; 1.35%).

Top Occupation	Profiles	Percent
Medical and Health Services Managers	880	11.12%
General and Operations Managers	447	5.65%
Chief Executives	436	5.51%
Registered Nurses	332	4.20%
Managers, All Other	331	4.18%
Management Analysts	251	3.17%
First-Line Supervisors of Office and Administrative Support Workers	242	3.06%
Marketing Managers	206	2.60%
Computer Systems Analysts	197	2.49%
Business Operations Specialists, All Other	175	2.21%

Top Job Titles	Profiles	Percent
Chief Executive Officers	107	1.35%
Project Managers	94	1.19%
Owners	63	0.80%
Program Managers	52	0.66%
Registered Nurses	51	0.64%
Consultants	48	0.61%
Practice Managers	47	0.59%
Directors of Operations	44	0.56%
Administrators	41	0.52%
Executive Directors	40	0.51%

Note: the above figures represent trends in Texas for the proposed CIP code's existing programs; data is filtered by graduates from the proposed program curriculum with a Master's degree

SOURCE: SHSU Program Analytics- Program Analysis: Master of Healthcare Administration, 2024, page 7.

i. * **Top Occupations and Job Titles Context:** (Optional). Click or tap here to enter text.

Section C data summary prepopulated by Program Analytics. *Proposer provides rationale for the proposed program based on the prepopulated data points.*

C. **Existing SHSU Programs:**

1. **For bachelor's programs:** Overall department enrollment and retention. N/A

2. **For master's and doctoral:** Feeder/supporting program enrollments and retention.

- The current 3-year enrollment trend for the Department of Public Health is +3.2%.
- The average retention rate for all programs within the Department of Public Health is 78.3%; the Master of Public Health (MPH) had the highest number of students persisting in their studies fall-to-fall (83.3%) compared to the Master of Science – Health Care Quality and Safety (HCQ&S) (72.7%).
- Enrollment for both programs (78.3%) in the Department of Public Health is increasing fall-to-fall.

Program Name	Student Headcount	3-Yr Enrollment Trend	Fall-to-Fall retention Rate
Master of Public Health - Public Health	44	+12.1%	83.3%
Master of Science - Health Care Quality and Safety	21	-10.1%	72.7%
Rollup	65	+3.2%	78.3%

Note: Data retrieved from EAB Academic Performance Solutions Dashboard.

- Program fall enrollments in the Department of Public Health for the past three years increased by 10.7%

- Annual % change in attempted SCH vs median section fill rates indicates instructional capacity constraints within the Department of Public Health; however, these slight constraints are being addressed by the addition of a new hire, Dr. Ray Newman, who, after retiring as Department Chair, is returning to the Department of Public Health as an adjunct faculty effective September 2024.
- Overall, trends indicate enrollment is increasing and most students continue fall-to-fall in the Department of Public Health
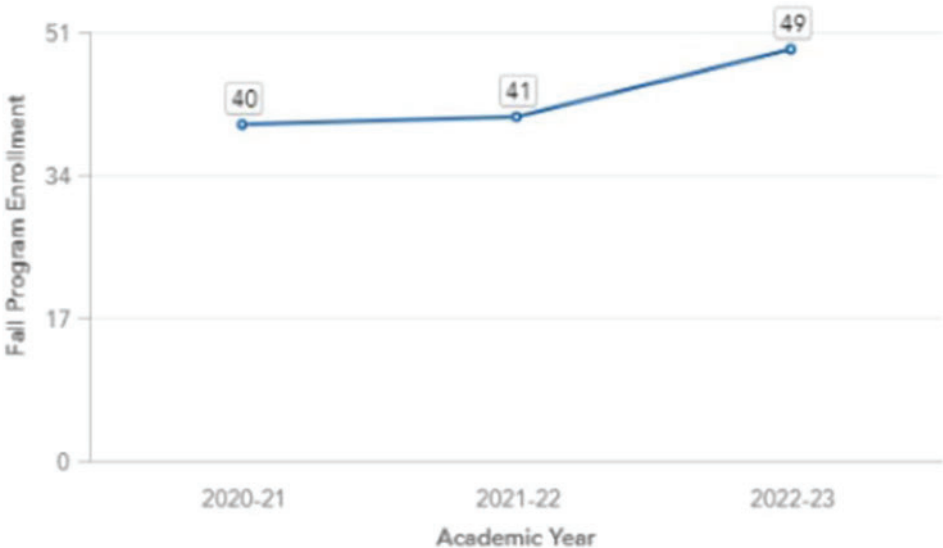
Source: data retrieved from EAB Academic Performance Solutions Dashboard

SOURCE: *SHSU Program Analytics- Program Analysis: Master of Healthcare Administration, 2024, page 8.*

3. *Existing SHSU Program context:** (Optional). Click or tap here to enter text.

Section D data summary prepopulated by Program Analytics. *Proposer provides rationale for the proposed program based on the prepopulated data points.*

D. *Job Market Information:**

1. **Target Occupations:**

107,491	+16.5%	$39.63/hr $82.4K/yr	10,608
Jobs (2024)*	% Change (2024-2034)*	Median Earnings	Annual Openings*
18% above National average*	Nation: +12.0%*	Nation: $43.86/hr; $91.2K/yr	

- 107,491 jobs (2024) in Texas related to the target occupations outlined for the proposed Master of Healthcare Administration, which is 18% above the national average.
- Ten-year projection for Health Administration target occupations in Texas stands at 16.5% between 2024 and 2034, surpassing the national average growth rate of 12.0%.

Occupation	2024 Jobs	Median Earnings/Hr	Growth (2024-2034)
General and Operations Managers	52,088	$39.91	+13.21%
Managers, All Other	18,540	$45.67	+15.95%
Medical and Health Services Managers	13,741	$49.23	+30.29%
Compliance Officers	6,441	$32.33	+14.23%
Human Resources Managers	4,872	$59.77	+17.36%
Chief Executives	3,978	$78.42	+16.85%
Administrative Services Managers	3,734	$49.06	+17.59%
Public Relations Managers	2,014	$52.42	+15.86%
Medical Secretaries and Administrative Assistants	1,797	$17.76	+17.34%
Emergency Management Directors	286	$38.35	+12.67%

Note: the above figures represent trends in Texas for the proposed CIP code's target occupations; data is filtered by the proportion of the Texas workforce in these occupations with a master degree

- *General and Operation Manager* occupations have the highest 2024 job count of 52,088 compared to the next highest job count of 18,540 (*Managers, All Other*).
- *Medical and Health Services Manager* occupations are expected to have the highest growth at 30.29% over the next ten years (2024-2034).
- Among job titles held by those in the Healthcare administration target occupations, Chief Executive Officer ranks highest in terms of job count. The target occupation *Chief Executive* is projected to increase 16.84% between 2024 and 2034.
- The data indicate a strong and growing demand for healthcare administration professionals in the workforce.

  SOURCE: *SHSU Program Analytics- Program Analysis: Master of Healthcare Administration, 2024, page 9.*

2. Job Posting Analytics:

- 73,342 total job postings in Texas between February 2023 and February 2024, of which 27,549 were unique.
- Posting intensity for target occupations (3:1) aligns with the overall posting intensity for all other occupations in Texas (3:1) between February 2023 and February 2024.
- The median duration for Healthcare Administration job postings in Texas is 29 days, matching the regional average and indicating that employers are making an average effort to fill these positions.
- The data indicate a strong and consistent demand for Healthcare Administration professionals in Texas.

| 27,549	3 : 1	4,810	29 days
Unique Postings ❓	Posting Intensity ❓	Employers Competing ❓	Median Posting Duration ❓
73,342 Total Postings	Regional Average: 3 : 1	122,483 Total Employers	Regional Average: 29 days

- 14,458 new job postings with 33,653 hires per month, indicate competitive opportunity for hire post-graduation, but a low demand for candidates.
- The data indicate the Healthcare Administration job market is competitive with consistently more hires made than jobs posted (2010-2024) indicating saturation.
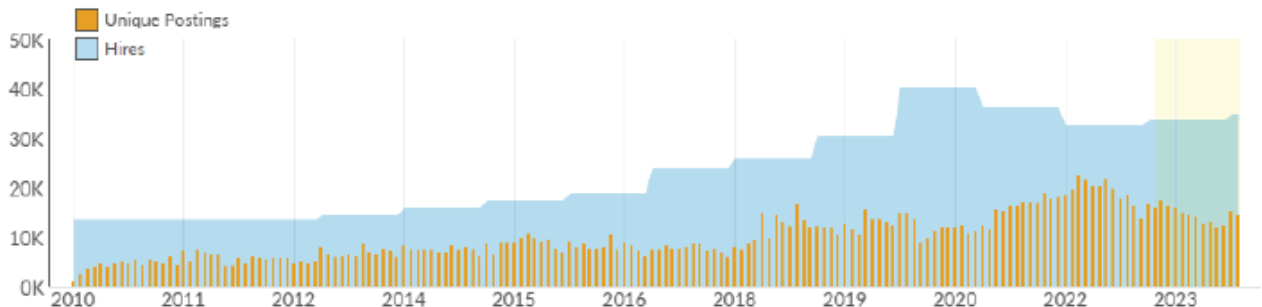
Note: the above figures represent trends in Texas for the proposed CIP code's job postings; no education level specified.

- Posting intensity for Healthcare Administration occupations in Texas has remained steady between 2:1 and 3:1 from February 2023 to February 2024, with a notable spike in December 2023 (4:1) which had not occurred since November 2021 (4:1).
- The data show that for 61.53% of the time between February 2023 and February 2024, the posting intensity was 2:1, indicating a consistent demand for these positions throughout that timeframe.
- The posting intensity trends for Healthcare Administration target occupations in Texas indicate a stable and consistent demand for professionals in this field, with occasional spikes in job openings.
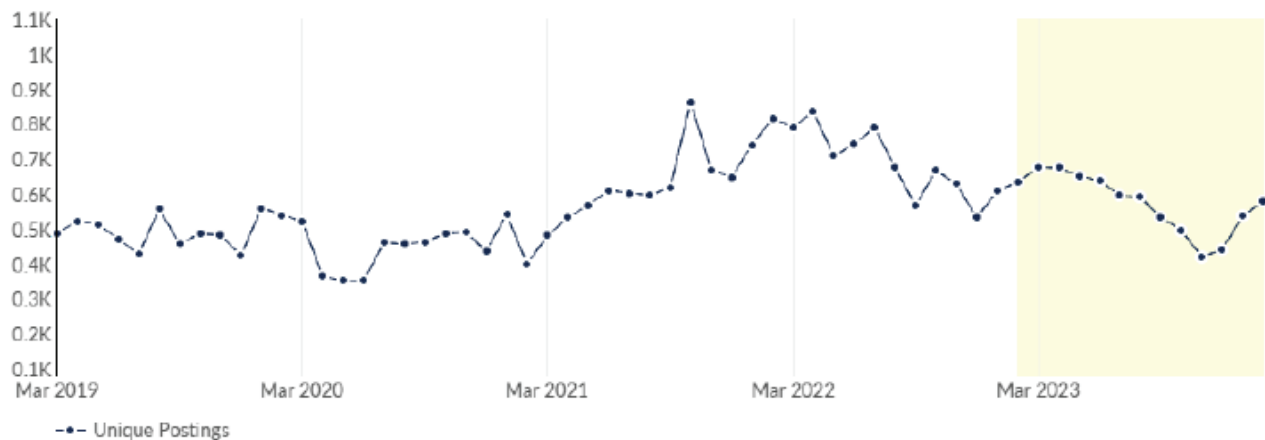
Month	Unique Postings	Posting Intensity
Feb 2024	578	2 : 1
Jan 2024	536	3 : 1
Dec 2023	440	4 : 1
Nov 2023	420	3 : 1
Oct 2023	497	3 : 1
Sep 2023	532	2 : 1
Aug 2023	590	3 : 1
Jul 2023	595	2 : 1
Jun 2023	637	2 : 1
May 2023	652	2 : 1
Apr 2023	674	2 : 1
Mar 2023	675	2 : 1
Feb 2023	633	2 : 1

Note: data is filtered by the proportion of the Texas workforce in these occupations with a master's degree

SOURCE: SHSU Program Analytics- Program Analysis: Master of Healthcare Administration, 2024, page 11.

3. **Top Industries Seeking Target Occupations**:

- Administrative and Support Service industry has the 2024 highest job count (1,002,785) for Healthcare Administration target occupations.
- Professional, Scientific, and Technical Services are projected to have the most growth in jobs (22.0%).
- Chemical Manufacturing has the highest average earnings per job ($166,052).
- Top industries vary from Healthcare to Manufacturing to Education, and so on. Showing the multifaceted benefits of the proposed program and several career pathways for potential students.

Industry	TX Jobs (2024)	Job % change (2024 – 2034)	Avg. Earnings Per Job
Administrative and Support Services	1,002,785	13%	$61,389
Ambulatory Healthcare Services	900,263	20%	$77,949
Chemical Manufacturing	88,018	6%	$166,052
Educational Services	268,870	16%	$60,703
Hospitals	357,275	14%	$93,059
Insurance Carriers and Related Activities	318,476	20%	$105,906
Miscellaneous Manufacturing	40,480	11%	$85,801
Nursing and Residential Care Facilities	186,747	14%	$49,758
Professional, Scientific, and Technical Services	1,211,948	22%	$124,727
Religious, Grantmaking, Civic, Professional, and Similar Organizations	204,237	12%	$38,460

Note: industries based on job posting in Texas for the following target occupations requiring at least a master-level education and keyword Boolean search "Healthcare administration" OR "healthcare administration" OR healthcare OR "Healthcare" OR "heath administration" OR administrator; excluding "Nursing" and "Social Work skillsets": General and Operations Managers; Managers, All Others; Medical and Health Services Managers; Compliance Officers; Human Resources Managers; Chief Executives; Administrative Services Managers; Public Relations Managers; Medical Secretaries and Administrative Assistants; Emergency Management Directors

4. ***Existing Job Market context:** (Optional)

5. **Skill Gaps:**

Specialized Soft Skill Gaps in the Healthcare Industry

- The largest common (soft) skill gap is in Problem Solving with 20% frequency in employer postings and only 4% frequency in applicant profiles.
- Writing (18% employer postings; 4% applicant profiles frequency), Presentations (17% employer postings; 5% applicant profiles frequency), and Communication (51% employer postings; 15% applicant profiles frequency) are skills that have large gaps with high employer demand and low workforce marketability.

Specialized Soft Skill Gaps in the Healthcare Industry

- The largest specialized skill gap is in Healthcare Industry Knowledge with 11% frequency in employer postings and only 4% frequency in applicant profiles.
- Other skills highlighted are Workflow Management (10% employer postings; 3% applicant profiles frequency) followed by Finance (14% employer postings; 7%applicant profiles frequency) and Auditing (11% employer postings; 8%applicant profiles frequency).
- Relative to the market, Healthcare Industry Knowledge is the only present specialized skill lagging with a projected increase of 2% within the next two (2) years.

E. *<u>Student Demand</u>: Student demand for the MHA program was determined by examining similar/pipeline program enrollment trends at SHSU and by examining the gaps in skill demand between workforce employers and individual profiles (professional profiles of applicants/graduates).

Since the proposed graduate degree has a correlating undergraduate degree at SHSU, this analysis focused on department enrollment trends for Population Health and Public Health. The current 3-year enrollment trend rate for the Public Health Department is -13.8 %. Considering the department trend rate, enrollment trends for the BS in Healthcare Administration and enrollment trends for current master's programs within Population Health and Public Health were reviewed, and the impact of the COVID-19 pandemic was determined to be a leading factor in the decrease in student enrollment during this period. The graduate programs have a combined 3-year trend rate in student enrollment of -10.4 %. This indicates a potentially lower student demand for the proposed MHA program, and a low enrollment rate for the current master's program. However, when surveyed, 82 of current SHSU students indicated they were highly interested in pursuing an MHA if offered by SHSU. That is 80% of the surveyed students were highly interested in pursuing an MHA at SHSU.

In addition, the proposed MHA is unique from current department master level offerings in that it:

- is offered 100 percent online in an asynchronous format while the current master degrees offered by the department have synchronous elements, such as required zoom sessions;
- is taught by faculty with significant industry and research experience in healthcare management, operations, finance, and leadership. Faculty members identified as well as potential adjuncts to teach in the MHA have direct field experiences and may be working in the field;
- offers capstone/practicums opportunities, partnerships with community healthcare organizations, and hands-on experience within specialized healthcare organizations such as hospitals, doctors offices and clinics where MPH students are focused in community-based organizations;
- combines curriculum and experiences that offer interprofessional/interdisciplinary education between healthcare administration and other fields, in particular business, public health, and data analytics, and other colleges with the university where the MPH courses are taught solely with the Department of Public Health.

Target occupations for MHA graduates are projected to increase 17.5 % in Texas. From 2022-2027 projections for employment for MHA graduates are increasing as follows: Management Analysts (20.22 %) and Medical and Health Service Managers (19.59 %). Employers are putting an above-average effort toward hiring healthcare managers.

The MHA program has several features that make it attractive to potential students:

1. Offering academic credit for work experience in the field which can shorten time to earn degree.
2. Offering asynchronous online format which allows students to have flexibility in taking classes.
3. Allowing students to complete their degree with a thesis or non- thesis and / or a practicum as a terminal course.
4. Funding GA positions which provide financial support and access to faculty research, grants, and classes.
5. Promoting competitive scholarships which provide financial support.
6. Allocation of travel funds and grant opportunities to enhance their educational experience.
7. Provision of faculty - student research and grant opportunities.
8. Proximity to major medical centers including The Woodlands Medical Center and The Texas Medical Center.
9. Accessing and connecting with the SHSU Alumni network.

Optional: *Please, list any industry or community partners that have been consulted with as part of program development. Letters of support from or agreements with partners are not required but may be attached as appendices.*

F. *<u>**Student Requirement**</u>:

    a. ***General recruitment strategies**:
        Recruit from existing degree programs at SHSU,
        ii. Recruit from professional associations including local and regional hospital associations,
        iii. Contact alumni associations (African American alumni associations; Historically Black College or university alumni associations),
        iv. Promote degree at the Houston Hispanic Forum,
        v. Advertise with Hispanic Chambers of Commerce – at the state, regional and national level,
        vi. Contact health and business academic professional associations,
        vii. Promote the program with the American College of Healthcare Executives (ACHE), Healthcare Financial Management Association (HFMA), and the Medical Group Management Association (MGMA),
        viii. Conduct onsite / virtual recruiting events,
        ix. Recruit with the College of Medicine and School of Nursing at SHSU, and
        x. Advertise the program on sites such as LinkedIn.
        MHA Admission Criteria:
        -A student can be admitted to the program with a BA / BS in any field with an earned GPA of 3.00.
        -There are no prerequisite courses required for admission to the program.
        -The GRE/GMAT is not required for admission to the program.
        Students must submit:
        1) Official undergraduate and graduate transcripts.
        2) Written essay including a statement of interest in the program and in the field of health administration.
        3) Interview with MHA Graduate Coordinator, graduate administrative associate, and member(s) of graduate faculty .
        4) Two to three letters of recommendation from previous employer, faculty / administrator that are written on organization / school letterhead.

    b. If the department/unit or program will utilize support programs, curricular pathways, or other mechanisms to support timely degree completion for students, please list the mechanisms below and, if available, provide a link to the policy/procedure.

Mechanism	Link
Professional work experience and related expertise in an area of Health Administration may serve as the capstone / practicum as required in the HLTH 6397 course (per approval of MHA Coordinator).	SHSU Academic Policy Statement 860904: Academic Credit for Experiential Learning. https://www.shsu.edu/dept/academic-affairs/documents/aps/curriculum/860904%20Academic%20Credit%20for%20Experiential%20Learning_22.pdf

F. *<u>Enrollment Projections</u>:

BEFORE PROCEEDING: *Review FTSE Formula Instruction to ensure accurate calculations. Inaccurate calculations may result in the delay of program implementation*.

Table A-1: Enrollment Projections below:

Enrollment/Headcount	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	15	20	25	30	30
Transfer Students	0	2	2	4	4
Change of Major Students	0	0	2	2	2
Cumulative Student Headcount (prior to Attrition/Graduation)	**15**	**37**	**51**	**67**	**78**
Attrition (-)	0	5	5	5	5
Graduates (-)	0	10	15	20	25
Continuing Student Headcount	**15**	**22**	**31**	**42**	**48**

Table A-2: Cumulative Student Headcount Breakdown (from table A-1 above):

Enrollment	Year 1	Year 2	Year 3	Year 4	Year 5
Full-Time Headcount					
In-state 90%	**11**	**26**	**35**	**46**	**53**
Out-of-state 10%	**1**	**2**	**4**	**5**	**6**
Out-of-country/International 0%	**0**	**0**	**0**	**0**	**0**
Semester Credit Hours	27	36	36	36	36
Part-Time Headcount					
In-state 90%	**2**	**8**	**11**	**15**	**18**
Out-of-state 10%	**1**	**1**	**1**	**1**	**1**
Out-of-country/International 0%	**0**	**0**	**0**	**0**	**0**
Semester Credit Hours	27	36	36	36	36
Total FTSE	**17**	**56**	**77**	**101**	**117**

1. **Provide assumptions and rationale for how the enrollment projections in Tables A-1 and A-2 were determined:**

i. a) New Students: The estimates for new student enrollment are derived from the existing student body in related undergraduate programs. A conservative estimate of 10% of the current undergraduate Health Care Administration (HCA) students and additional 5% from students with a health or management focus applying for the MHA program results in about 15 new students for the first year. Since the program will be new, most students are estimated to be enrolled from the existing HCA undergraduate program. With time, the percentage of non-resident students is projected to increase up to 40% of the total student body.

b) Transfer Students: With a new program, transfer students will be minimal at year one. With each year, some students are expected to transfer from other universities due to relocation, educational preference, or financial reasons. Although these transfer numbers are not expected to be very high, a conservative estimate of 2 to 4 students a year is expected.

c) Change of Major Students: With a new program, change of major students will be minimal in Year 1. With each year, some students are expected to transfer from other graduate degree programs including public health, business administration, and kinesiology. Although these change-of-major numbers are not expected to be remarkably high, a conservative estimate of 2 to 4 students a year is expected.

e) Part-time & Full-time: Most students entering MHA program will be full-time. Given the nature of graduate students enrolled in the MPH and HCQS programs, it is anticipated that at least **75% of the students will be working full-time**. The program anticipates around **25% of the students will enroll as part-time**. The program is designed to be completed in fewer than 18 months for full-time students (enrolled in 9 credits per term) which includes three terms during an academic year (Fall, Spring, and Summer). A full-time student would enroll in 27 credit hours each academic year. The flexibility of the program allows students to enroll in one or two courses per term to qualify as part-time students. Given that most MHA students are typically working professionals, only **25% of the students are expected to be part-time**. These percentages of full-time and part-time estimates are consistent with the current graduate enrollment in the MPH and HCQS programs. As of Summer 2024, the graduate programs in public health had approximately 20% of students enrolled on a part-time basis.

f) In-state/Out-of-state/Out-of-country: The scope of training and skillsets obtained by the students in the MHA program are mostly applicable to the US healthcare system. Hence, the program does not anticipate any international students. The program primarily will cater to the graduating students at SHSU, as well as working professionals seeking graduate degrees in the East / Southeast Texas region. Being **100% online**, the program does have the potential to attract students living out-of-state and out-of-country. Being a new program, initial enrollments will be limited to domestic students and hence, will be over **90% resident student enrollments**. Over the first three years, the program aims to work with SHSU Online to boost marketing efforts and expects to increase the out-of-state students to up to 40% by the end of year 4.

FTSE Calculations: For calculating FTSE, it is estimated that every student registers for 9 credit hours (on average) per term – multiplied by three terms a year for a total of 27 credit hours a year. Per THECB guidelines, each student will count toward 1 FTSE using the above calculations.

      ii. **Attrition:** There are practical issues related to a small percentage of students that will drop out of the program due to personal or professional reasons. There are no students anticipated to drop out of the program in Year 1. **Starting in Year 2**, it is anticipated **no more than 5 students will drop out as defined by attrition**.

1. **Select what term attrition is occurring.** Attrition is expected to occur during the term following initial enrollment. Based on the attrition rates of students enrolled in the MPH and HCQS programs, it is estimated that **50% of students** who will drop out of the program will do so in the **Fall** term, and **50% of students** who will drop out of the program will do so in the **Spring** term.
   a. **50/50: End of Fall and Spring**
      If "Other" chosen, provide term: Term

   iii. **Graduates:**

   The projected number of students graduating from the program is 10 students in Year 2, with an increase of 5 students graduating each year resulting in a total of 25 students in Year 5.

   1. **Select what term graduates are occurring.** Students will graduate from the program during the Fall, Spring, and Summer terms depending on their course load and their full-time or part-time status.
   2. **Other (Please, specify)** If "Other" chosen, provide term: Based on the graduation terms of students enrolled in the MPH and HCQS programs, it is estimated that **40% of students** will graduate in the **Fall** term, **40%** will graduate in the **Spring** term, and **20%** will graduate in the **Summer** term.

2. **If program modality is 100% Online, what is the projected maximum student class size per department/school? (***Example: History = 20; Agricultural Sciences = 35)*** The projected range of the class sizes in the program is between 25 and 60 students. Since the graduate faculty are experienced in the on-line course delivery format, the projected maximum student class size is 75 students.

3. **If program modality is hybrid, identify the modality and/or % online of each department.** *(Example: History = 100% Face-to-Face; Agricultural Sciences = Online; Management = Hybrid (60% online/40% F2F).* **N/A**

G. Faculty Load: *Check below to confirm the proposed program will meet, or exceed, the minimum number of faculty devoted specifically to the proposed program*:

   i. Bachelor's program – three FTE or two FTE if comprised of four individual faculty members. (The standard for upper-level institutions could be lower for those programs in which lower-division courses are required for the major and taken at feeder institutions.)
   ii. Master's program – three FTE or two FTE if comprised of four individual faculty members.
   iii. At least 50 percent of the faculty FTE supporting a bachelor's or master's program must be core faculty.

   ☒ Yes, the proposed program will meet, or exceed, faculty load requirement i or ii as outlined above, and at least 50 percent of the faculty FTE supporting the program will be core faculty.

H. *Exit Strategy:

   a. Measures to be taken to reach 5-year enrollment projections if enrollments are below the projected level at year 3:

1. Enhance focused recruiting of working professionals in related fields and senior-level students enrolled in undergraduate programs in the COBA and the COHS.

2. Participate in recruiting events conducted in hospitals; county, city, and state health departments; and in state, national, and global conference settings.

3. Increase marketing opportunities of the online delivery of the MHA program through SHSU Online, SHSU Integrated Marketing Communications, COBA and COHS newsletters, and the SHSU Alumni Association.

4. Promote the MHA program through COBA and COHS professional associations and publications.

    b. Describe a plan at year 5 to phase out the program if enrollments fail to meet projections:

1. Students have the option to transfer into the MS in Health Care Quality and Safety (MSHCQS) or Master's in Public Health (MPH) program per the approval of the MHA Graduate Coordinator.
2. New students will not be able to enroll in the MHA program if the degree is phased out of the graduate degree options, and the degree will not be available in the graduate catalog. The Registrar's Office will code the MHA students who wish to remain in the program and complete the degree. Once these remaining students complete the degree, the MHA will be removed from the inventory of degree offerings via the THECB.

3. The courses in the MHA will not be affected by the phase out process as they serve as electives in the MPH and the MSHCQS degrees.
    c. Provide a timeline for advancing all students in the pipeline through the coursework toward degree completion**:**

Applications are accepted each semester:

- The MHA Graduate Coordinator and MHA Administrative Associate for the program will Zoom with potential students to discuss the courses and components of the program.

Fall Semester of Year 1:

- The MHA Graduate Coordinator and faculty will conduct online orientation for students in the fall semester of the academic year. Additionally, students can attend the online format of The Graduate School orientation.

Fall, Spring, and Summer Semesters of Year 1:

- The MHA Graduate Coordinator and Public Health Department Chair will meet to determine the schedule of courses for the academic year.
- The MHA Graduate Coordinator and MHA Administrative Associate will develop the semester course schedule plan for students that will be sent to each student.
- The MHA Administrative Associate will contact students to ensure they have registered for courses each semester.
- The MHA Graduate Coordinator will meet with individual faculty to determine if students are successfully progressing through their coursework. Students who are experiencing difficulties

in a course will be referred to academic resources and student services that are available online.

Fall and Spring Semester of Year 2:

- The MHA Graduate Coordinator will meet with students to discuss the requirements for the HLTH 6397: Capstone/Practicum course, and the timeline to complete the course.

Final Semester of Year 2:

- MHA students will enroll in HLTH 6397 and complete the practicum/capstone requirement. The practicum/capstone course serves as the comprehensive exam for students enrolled in the MHA program.

  MHA students will conduct an online presentation of their practicum/capstone experience for students enrolled in the program and for students seeking information about the program.

Stage I: Financial Analysis

Compiled by a department head/faculty, with assistance from the Academic Planning and Program Development and Finance and Operations.

* Asterisk denotes headers with directional information.

A. ***Library Resources:** Letter/statement from librarian required.
   The letter of support for the proposed MHA program from Dr. Eric Owen, Executive Director of Library Resources, SHSU Newton Gresham Library is in the MHA Appendices section of Stage 1 of the proposal.

B. ***Facilities and Equipment:**

Table B-1: Facilities and Equipment

Facilities and Equipment	Description of Need	Description of Use	Anticipated Costs (Funding)	Anticipated Term/Year Needed
*None				

C. ***Faculty and Personnel:**

Table C-1: Faculty Teaching in Proposed Program

Faculty (New/Reallocated)	Start Term *in program*	Rank	Anticipated Salary (Funding)	Course(s)
Reallocated-Ray Newman	January 2025	Professor of Public Health	$10,000	**HLTH 5381**: Health Economics and Finance

(50% of teaching load in MHA program)				(Course is included in regular teaching load) **HLTH 6360:** Healthcare Organizational Behavior / Theory (Expertise in course content—returning to part-time teaching)

Justification of Need (250 word maximum)**:** This position will be supported by the current department workload. Most courses in the curriculum identified for the MHA program currently exist and are, or will be, taught by full-time (80%) and part-time (20%) faculty employed by the department. Three new courses are proposed for the curriculum and will be taught by existing, qualified faculty. Some shifting or adjustment of workloads may be required; however, the financial impact should be *de minimis*. There are no new faculty positions anticipated in this program.

Student Support Staff/Services: *List any new program-specific student support staff or services (e.g., clinical placement coordinator, departmental advisor, etc.) that are needed as part of the proposed degree program*. None.

D. *Other Resources:

Justification of Need High-Cost Items (*new facilities, labs, or significant additions to staffing within the first five years***):** No high-cost needs are anticipated due to the on-line facilitation of the program.

E. *Interdisciplinary Stakeholders (if applicable):

1. **College(s) and Department(s) involved outside of the proposed program's academic college:**

SHSU College of Business Administration (COBA):
- Department of Accounting
- Department of Business Administration and Entrepreneurship
- Department of Economics and International Business
- Department of Finance and Banking
- Department of Management, Marketing, and Information Systems

2. **Nature of Collaboration (i.e., course(s)[1] required, electives available, any classroom/lab/equipment/faculty resources shared, etc.):**

- Courses and degree program for MHA were reviewed by faculty in related content areas in COBA.
- Collaboration for courses to be offered by the departments of COBA and COHS Department of Public Health.

3. **Approvals from interdisciplinary stakeholders (outside proposing department/college):**

I certify that I am aware of the proposed program's purpose, curriculum, and implementation goals and confirm that our college/department has the appropriate resources and willingness to collaborate with the viability of this proposed program.

I certify that I am aware of the proposed program's purpose, curriculum, and implementation goals and confirm that our college/department has the appropriate resources and willingness to collaborate with the viability of this proposed program.

** Academic Dean-COBA (1) *[signature]* 8/15/24
Signature: Click or tap here to enter text.

Department Chair-Accounting (2) *[signature]* 8/15/24
Signature: Click or tap here to enter text.

Department Chair-Business Administration and Entrepreneurship (3)
Signature: Click or tap here to enter text. *[signature]* 8/15/24

Department Chair-Economics and International Business (4)
Signature: Click or tap here to enter text. *[signature]* 8/15/24

Department Chair- Finance and Banking (5) *May C Funk* 8/15/2024
Signature: Click or tap here to enter text.

Department Chair-Management, Marketing, and Information Systems (6)
Signature: Click or tap here to enter text. *[signature]* 8-15-2024

[1]Interdisiplinary sign-off is required at both the department/college level for the use of any non-core curriculum course within the proposed curriculum, which is housed outside of the proposed program's academic college.

**Interdisciplinary signatures were added to this document on 8.19.24 from a .pdf version submitted by COHS to APPD on 8.15.24.

F. ***<u>Required Appendices</u>:**

1. **Program Analytics Report**

2. **Semester Credit Hour (SCH) Waiver, if applicable (Required only for undergraduate program exceeding 120 SCHs)**

3. **Course Sequencing Spreadsheet**

4. **Curriculum Schematic**

5. **Librarian's Signed Statement of Adequate Resource**

G. **<u>Approvals to Progress Program Proposal to the Office of Finance and Operations to Conduct a *Five-Year Cost and Funding Analysis* on behalf of the college:</u>**

Initiator's Signature: *Praphul Joshi*
Date: 08/13/2024

Department Chair's Approval to Progress Program Proposal to Stage I: Financial Analysis (Cost & Funding Analysis)

I certify that the completed needs analysis and finance data has been reviewed. Further, I certify that the needs analysis and finance data of this proposed program presents a persuasive case to progress this proposal to Stage I: Financial Analysis (Cost & Funding Analysis) in the process.

☒ Approve to Progress to Stage I: Financial Analysis (Cost & Funding Analysis)
☐ Needs More Discussion
☐ Disapprove

Amanda W. Scarbrough
Department Chair Signature

8/13/2024
Date

Recommendation to Progress Program Proposal to the Office of Finance and Operations to Conduct a *Five-Year Cost and Funding Analysis* on behalf of the college:

Program Analytics' Review/Recommendations:

See review notes below, near signature.

To be completed by the Office of Program Analytics

I certify that the completed needs analysis and finance data has been reviewed. Further, I certify that the needs analysis and finance data of this proposed program presents a persuasive case to progress this proposal to Stage I: Financial Analysis (Cost & Funding Analysis) in the process.

☒ Approve to Progress to Stage I: Financial Analysis (Cost & Funding Analysis)
☐ Needs More Discussion
☐ Disapprove

Competitive landscape shows multiple competing institutions with most students graduating from an online program. The Department of Public Health has a high retention rate (78.3%) with a growing 3-year enrollment trend (3.2%), supporting the proposed program viability. The proposed program's target occupations have a 2024 job count 18% above the national average and are projected to grow 16.5% over the next 10 years, with some individual occupations projected over 30%. Overall, program analytics present potential for another MHA program in the academic landscape, and a definite need for such a program in the local and state workforce.

**

Click or tap here to enter signature.
Director of Program Analytics Signature

Paige A Mertz
Click or tap here to enter date.
Date
8/15/2024

Program Analytics signature and notes were added to this document on 8.19.2024 from a .pdf version submitted by Program Analytics to APPD on 8.15.24.

Recommendation to Progress Program Proposal the Office of Finance and Operations to Conduct a *Five-Year Cost and Funding Analysis* on behalf of the college:

To be completed by the Office of Academic Planning and Program Development.

I certify that the completed needs analysis and finance data has been reviewed. Further, I certify that the needs analysis and finance data of this proposed program presents a persuasive case to progress this proposal to Stage I: Financial Analysis (Cost & Funding Analysis) in the process.

☒ Approve to Progress to Stage I: Financial Analysis (Cost & Funding Analysis)
☐ Needs More Discussion
☐ Disapprove

Click or tap here to enter signature.
Director of Academic Planning and Program Development Signature

Dawn B. Caplinger

H. **Authorization for the Office of Finance and Operations to Conduct a *Five-Year Cost and Funding Summary* on behalf of the college:**

Please, ensure that a Stage I: Needs & Financial Analysis form has received approval, and all material in Stage I are reviewed prior to authorization.

Academic Dean Comments (Optional):
We are excited to present this program for review. The Master of Health Administration represents a collaborative effort with the College of Business Administration that will help address healthcare management and administration needs for communities throughout Texas and beyond. The positive changes created by graduates will continue to improve delivery of care to patients and consumers across the healthcare industry.

Academic Dean's Authorization
I certify that I have reviewed all materials provided and authorize the Office of Finance and Operations to conduct a Five-Year Cost and Funding Summary for the proposed program based on the premise of potential funding pathways.

Ryan K. Zapata, Ph.D.
_____
Academic Dean's Signature

Date:
8-27-2024

I. **Notification of the Office of Finance and Operations to Conduct a _Five-Year Cost and Funding Summary_ on behalf of the college:**

Associate Vice President for Academic Affairs' Notification
The Stage I: Needs & Financial Analysis form has received all needed approvals and has been authorized for submission to the Office of Finance and Operations to conduct a Five-year Cost and Funding Summary on behalf of the college.

Somer Franklin
Associate VP for Academic Affairs' Signature

8/30/24
Date

J. **Five-Year Costs and Funding Sources Summary:** Contact [Program Development](#) to assist in the preparation of the needed documentation for this section.

To be completed by the Vice President for Finance and Operations or his/her designee:

Comments from Finance and Operations Review:
I am comfortable moving forward.

_____
Amanda Withers, MBA, CPA
Chief Financial Officer & Senior Vice President for Operations
Sam Houston State University
Office: 936.294.1017 | withers@shsu.edu
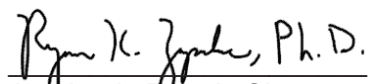
K. **Required Appendices: Finance**

   1. **Office of Finance and Operations: Five Year Cost and Funding Summary**
   2. **THECB Enrollment & Budget Spreadsheet**

L. **Approvals to Progress Program Proposal to Stage II: Content and Quality:**

Academic Dean's Signed Approval of Cost and Funding

I certify that the facilities, equipment, personnel, and other resources needed for the proposed program, as well as the five-year costs and funding sources summary, have been reviewed. Further, I certify that adequate facilities, equipment, and other resources, are/will be available in the college to support the requested change.

☒ Approve to Progress to Stage II: Content and Quality
☐ Needs More Discussion
☐ Disapprove

Academic Dean's Signature

9-26-2024
Date

Provost's Signed Approval of Cost and Funding

NOTE: Provost approval of this proposal does not secure funding/resources. Resources should be requested through budget process and/or allocated from within the College budget.

☐ Approve to Progress to Stage II: Content and Quality
☐ Needs More Discussion
☐ Disapprove

Click or tap here to enter signature.
Provost's Signature

Click or tap here to enter date.

Date

Provost Comments:

Click or tap here to enter text.

END STAGE I

Directional Prompts

ADMINISTRATIVE PROGRAM INFORMATION

Program Name:
Show how the program would appear on the Coordinating Board's program inventory (e.g., Bachelor of Business Administration with a major in Accounting; Master of Arts in English Literature).

Proposed CIP:
Enter the proposed CIP Code/title for Texas. If CIP Code selected is outside the norm for the discipline, provide justification. A list of CIP Codes can be accessed at [Texas CIP Codes](). THECB no longer accepts CIP Codes that end in '99'.

Number of Required Semester Credit Hours (SCH):
The typical semester credit hour range for a master's degree program is between 30 to 36 SCH and 54 to 60 SCH for a terminal master's degree.

*If the number of SCH exceeds 120 for a bachelor's program, an additional appendix is required documenting the compelling academic reason for requiring more SCHs, such as program accreditation requirements, statutory requirements, and/or licensure/certification requirements that cannot be met without exceeding 120 SCH.

Administrative Unit:
Identify where the program would fit within the organizational structure of the university (e.g., The Department of English within the College of Humanities and Social Sciences).

Location and THECB Defined Mode of Delivery:
Provide the location of instruction and how the proposed program will be delivered to students. (e.g., Instructed on the main campus, face-to-face, online).

Proposed Implementation Date:
Provide the date that students would enter the program.

Proposal Contact Person(s)
Provide contact information for the person(s) responsible for addressing any questions about the proposal.

Department Curriculum Committee (DCC)
Additional DCC notes, if applicable.

College Curriculum Committee (CCC)
Additional CCC notes, if applicable.

Administrative Notes
Additional administrative notes, if applicable.

STAGE I: NEED ANALYSIS

Brief Program Description:
Provide an overview/description of the program, including the program learning objectives.

Existing Programs:
The information provided indicates knowledge of existing programs in Texas and of high-ranking programs nationally. This section provides an understanding of program duplication, capacity, and quality.

Identify all existing degree programs in the state, include those specific to the region and major programs at peer institutions across the nation. Peer institutions have similar missions, programs, and research expenditures. Peer institutions include, but are not limited to, out-of-state peer groups identified in the Coordinating Board's Accountability.

<u>Enrollments and Completions Context (Optional):</u>
If applicable, provide additional context or clarification for the provided enrollment data.

<u>Top Occupations and Job Titles</u>
If applicable, provide additional context or clarification for provided job placement data.

<u>Existing SHSU Programs Context</u>
If applicable, provide additional context or clarification for provided existing SHSU programs data.

<u>Job Market Context</u>
If applicable, provide additional context or clarification for provided job market data.

<u>Student Demand:</u>
Provide short- and long-term evidence of student demand for the proposed program.

-Types of data commonly used to demonstrate this include increased enrollment in related and feeder programs at the institution, high enrollment in similar programs at other institutions, qualified applicants rejected at similar programs in the state, in-demand skillsets or skill gaps in the proposed program's target workforce that would indicate student need to attain necessary requirements not fulfilled by existing regional programs, and student surveys (if used, include data collection and analysis methods).

-Surveying students currently enrolled in feeder programs provides limited data about actual student demand.

-Information that demonstrates student interest includes the development of a student iterest group. Provide documentation that qualified applicants are leaving Texas for similar programs in other states, if applicable.

<u>Student Requirement:</u>
Plans to recruit students are realistic and based on evidence of student demand and unmet need in similar programs in Texas.

<u>General Recruitment and Admission Requirements</u>:
Describe general recruitment efforts and admission requirements as well as any degree- or department-specific admission requirements or strategies that will ensure student success in the degree program.

<u>Enrollment Projections:</u>
Enrollment projections are realistic and based on demonstrable student demand. Projections consider student attrition, graduation rates, and part-time students. Attrition calculations should be based upon the average rates of related or supporting programs at the institution, if available.

Complete Table A-1: Enrollment Projections below: Complete Table A-1 to show the estimated cumulative headcount and full-time student equivalent (FTSE) enrollment for the first five years of the proposed program. Include summer enrollments, if relevant, in the same year as fall enrollments. Subtract students as necessary for projected graduations or attrition.

Complete Table A-2: Enrollment Breakdowns below: Complete Table A-2 to show student breakdown – new, transfer, change of major – of **Total New Student** headcounts from Table A-1.

If program enrollments do not meet projected levels and a decision is made to discontinue the program, the department and college must have an exit strategy.

Exit Strategy:
If program enrollments do not meet projected levels and a decision is made to discontinue the program, the department and college must have an exit strategy.

STAGE I: FINANCIAL ANALYSIS

Library Resources:
A letter or other statement from the librarian describing the adequacy of existing resources is required (include in Required Appendices of Stage III). Provide the library director's assessment of both paper and electronic library resources necessary for the proposed program. Describe plans to build the library holdings to support the proposed program. Include the amount allocated to the proposed program.

Facilities and Equipment:
Describe the program's need for classrooms, offices, computer labs, or other building spaces. If the program will administer university media or student publications, include a description of equipment and facilities devoted to those operations. Ensure that you evaluate and express how well equipment and facilities enable and promote effective scholarship, teaching, learning, and transitions to post-graduate/workforce careers.

Faculty and Personnel:
Describe the additional personnel resources that will be needed over the first five years of the program's implementation. Include the number of personnel, their rank, and the anticipated salary for each.

Other Resources:
Describe any additional resources (e.g., travel, operations & maintenance) that would be incurred because of the proposed program.

Interdisciplinary Stakeholders (if applicable):
This is required for new degree programs that are proposing to collaborate curriculum and/or resources with other departments or colleges. It is recommended that the program proposal initiator meets with all interdisciplinary stakeholders (i.e., the Academic Dean and/or Department Chair of the potential collaborating colleges) to discuss the needs/purpose of the new program curriculum, and if appropriate resources can be collectively met. If more than one college outside of the proposed program's academic unit is an interdisciplinary stakeholder, please specify each college/department, each nature of collaboration, and acquire signatures from Academic Deans and Department Chairs from each college.

Required Appendices:
Please attach the following, required appendices with Stage I of this form.

Sam Houston State University

MEMBER **THE TEXAS STATE UNIVERSITY SYSTEM**

NEWTON GRESHAM LIBRARY

July 25, 2024

Dr. Amanda W. Scarbrough, PhD, MHSA
Interim Chair
Department of Public Health
College of Health Sciences
Sam Houston State University
Huntsville, Texas, 77341

Dear Dr. Scarbrough,

Newton Gresham Library (NGL) current collections of books, journals, and digital resources were reviewed by the research and instruction librarian for health sciences and business. The collection of resources and services from NGL supporting the proposed Master of Health Administration (MHA) appropriately meets the curriculum requirements.

NGL provides access to well-known health science resources providing scholarly literature supporting this curriculum. For example, students and faculty have direct access to PubMed, Medline (on the EBSCO platform), CINAHL (Cumulative Index to Nursing and Allied Health Literature), Health Research Premium Collection, Cochrane Library, Web of Science, OmniFile Full Text Mega (H.W. Wilson), and ScienceDirect. The collection also offers access to many journals including Healthcare executive, HealthCare: The journal of Delivery Science and Innovation, Journal of Healthcare Management, Journal of Healthcare Leadership, Journal of Multidisciplinary Healthcare, Health Care Management Review, Risk Management and Healthcare Policy, International journal of health care quality assurance, Health Affairs, Diversity and Equality in Health and Care. Faculty and students of the program can also access electronic books (ebooks) from EBSCOhost's Ebook Central.

NGL also offers a robust collection of management and finance resources that would sufficiently meet students' learning and research needs for the business components of the MHA program. In addition to scholarly and professional literature databases such as Business Source Complete, Emeral Management, and Gale Business Insights, the library also offers access to news resources including Wall Street Journal, New York Times, and Factiva. Moreover, Standard and Poor's (S&P) NetAdvantage, Mintel, IBISWorld, and MarketLine reports are also available for conducting financial and strategic management analyses.

For those resources not immediately available at Sam Houston State University, interlibrary and shared resources programs will provide access. All Texas state institutions and many private universities participate in TexShare, a cooperative resource-sharing program which permits borrowers in good standing at their home institution to obtain books on-site at participating

institutions. NGL will also monitor the demand for document delivery and interlibrary loan services to determine the need for additional journals as the program grows and specific research areas are identified.

Lastly, as part of the ongoing collection development efforts, the assigned subject librarian for health sciences will continue to collaborate with faculty to identify resources necessary to support the curriculum. These resources will be reviewed based on the general collection development policy, and acquired as the budget allows.

Sincerely,

Eric D. Owen
Executive Director of Library Services

Notes: 1) Add/Subtract or leave blank any unneeded rows; 2) Identify (Semester/Term/Number of SCHs) any additional requirements (Thesis prospectus submission/Thesis Committee/Portfolio submission, etc.)

STAGE I: NEEDS ANALYSIS/FINANCE: MHA
Curriculum Schematic Graduate (Master's)

Semester	Curriculum Schematic	SCH	Cumulative SCH
Semester 1 (Fall 2025) (9 credit hours)	**ACCT 5302**:** Finance Reporting & Business Decisions (**HLTH 5382****) **HLTH 5355:** Health Services Administration **MGMT 5325:** Project Management	9	9 credits
Semester 2 (Spring 2026) (9 credit hours)	**FINC 5300:** Business Finance Environment **HLTH 5363:** Management and Leadership for Health Professionals **HLTH 5381:** Health Economics and Finance	9	18 credits
Semester 3 (Summer 2026) (9 credit hours)	**HLTH 5382*:** Healthcare Marketing **HLTH 6360*:** Healthcare Organizational Behavior/Theory **HLTH 6365:** Health Care Policy	9	27 credits
Semester 4 (Fall 2026) (9 credit hours)	**HLTH 5378:** Health Care Informatics **HLTH 6367*:** Healthcare Human Resource Management Elective-one course from the following: **HLTH 6397:** Public Health Capstone OR Practicum **HLTH 5371:** Health Care Quality and Safety OR **HLTH 6373:** Leading Change in Health Care Organizations	9	36 credits
TOTAL SCH			**36 credits**

*Denotes new course to be presented simultaneously with this new program proposal.
To better accommodate scheduling needs for COBA, **ACCT 5302 and **HLTH 5382** have been exchanged in the course sequencing for Cohort 1 only. This is also reflected on the Excel SCH Template.

Courses	Fall / 2025	Spring / 2026	Summer / 2026	Fall / 2026	Spring / 2027	Summer / 2027	Fall / 2027	Spring / 2028	Summer / 2028	Fall / 2028	Spring / 2029	Summer / 2029	Fall / 2029	Spring / 2030	Summer / 2030
ACCT 5302**	HLTH 5382**			3 SCH			3 SCH			3 SCH			3 SCH		3 SCH
HLTH 5355	3 SCH			3 SCH			3 SCH			3 SCH			3 SCH		3 SCH
MGMT 5325	3 SCH			3 SCH			3 SCH			3 SCH			3 SCH		3 SCH
FINC 5300		3 SCH			3 SCH			3 SCH			3 SCH			3 SCH	
HLTH 5363		3 SCH			3 SCH			3 SCH			3 SCH			3 SCH	
HLTH 5381		3 SCH			3 SCH			3 SCH			3 SCH			3 SCH	
HLTH 5382*			ACCT 5302			3 SCH			3 SCH			3 SCH			3 SCH
HLTH 6360*			3 SCH			3 SCH			3 SCH			3 SCH			3 SCH
HLTH 6365			3 SCH			3 SCH			3 SCH			3 SCH			3 SCH
HLTH 5378				3 SCH			3 SCH			3 SCH			3 SCH		
HLTH 6367*				3 SCH			3 SCH			3 SCH			3 SCH		
HLTH 6397, HLTH 5371, or HLTH 6373				3 SCH			3 SCH			3 SCH			3 SCH		
*Denotes new courses															
** To better accommodate scheduling needs for COBA, ACCT 5302 and HLTH 5382 have been exchanged in the course sequencing for Cohort 1 only.															
Total SCH*	9	9	9	18	9	9	18	9	9	18	9	9	18	9	9
Student Enrollment**	15	15	15	37	31	24	49	41	32	64	54	43	73	61	48
Enrollment/SCH Total ***	135	135	315	666	279	216	882	369	288	1152	486	387	1314	549	432

Calculations:

*Total Semester Credit Hours (SCH):Addition of Number of SCH per Term (Column)

**Student Enrollment: Number of students enrolled per Term

***Enrollment/SCH Total: Number of total SCH (per Term) x Number of students enrolled per Term

NOTES:

Graduation: Starting Year Two, 40% Fall; 40% Spring; 20% Summer Term

Fall 2026 = 4 / Spring 2027 = 4 / Summer 2027 = 2; Fall 2027 = 6 / Spring 2028 = 6 / Summer 2028 = 3; Fall 2028 = 8 / Spring 2029 = 8 / Summer 2029 = 4; Fall 2029 = 10 / Spring 2030 = 10 / Summer 2030 = 5

Attrition: Starting Year Two, 50%/50% End of Fall/Spring Term 5 = Fall 2 / Spring 3

Cohort Entrance: Fall term

STAGE II

SAM HOUSTON STATE UNIVERSITY
NEW DEGREE PROGRAM REQUEST: STAGE II CONTENT AND QUALITY
BACHELOR AND MASTER'S
September 26, 2024

Directions: The **New Degree Program Request: Stage II Content and Quality** form is to be used to propose a new Bachelor's or Master's degree program in which (a) the new costs to the program during the first five years of the program **would not** exceed $2 million and (b) the proposed program is a non-engineering program. **Before submitting this form for University Curriculum Committee review:** A New Degree Program Request: Stage I Need and Financial Analysis proposal must have completed the review process with all required approval signatures. **Assistance:** Contact the <u>Office of Academic Planning and Program Development</u> (936) 294-2291. **University Curriculum Committee:** <u>Curriculum Development Statement</u> *Asterisk denotes headers with directional information.*

Administrative Information
Completed by Program Analytics.

Administrative Program Information
☐ Bachelor Program　☒ Master Program　☐ 3+2 Program Structure　☐ 4+1 Program
1. ***Program Name:** Master of Health Administration
2. ***Proposed CIP Code (Number/Title):** 51.0701.0014, Health/Healthcare **Justification:** If CIP Code selected is outside the norm for the discipline. For CIP Code, see <u>Texas CIP Codes</u> (Note: The THECB no longer accepts CIP Codes that end in "99").
4. ***Administrative Unit:** The Department of Public Health within the College of Health Sciences
5. ***Location and THECB Defined Delivery Mode (***Select all that apply***):** ☐ In-Person (less 50% Online), ☐ Hybrid (50 – 99% Online), ☒ 100% Online If modality, In-Person or Hybrid, will more than 50% of the program's instruction take place at an off-campus location? ☐ Yes ☒ No If yes, provide a) Title of off-campus location N/A 　　　　　　 b) Address of off-campus location N/A For all online delivery modes, see <u>THECB Approval of Distance Education Process</u>
6. **Planned funding model for the first 5 years of the program:** 　☒ Formula-funded 　☐ Self-supported 　☐Other (please describe):*Click or tap here to enter text.*
7. **Embedded Degree/Certificate:** Does the program include any **new** degrees or certificates not yet submitted that are fully imbedded within the proposed degree program not yet approved for delivery? ☐ Yes ☒ No 　　　　If yes, ☐ Degree ☐ Certificate 　　　　Administrative Unit: *Click or tap here to enter text.*

Degree/Certificate Title: Click or tap here to enter text. Degree/Certificate Designation: Click or tap here to enter text. SCH Required: Click or tap here to enter text. CIP Code: Click or tap here to enter text. Proposed Implementation Date: Click or tap here to enter text.

8. **Current SHSU Programs: 4+1 / 3+2 Program Structure (If applicable)-Not Applicable**

    a. **Please select the appropriate field below:**

☐ The proposed 4+1/3+2 program expansion is a 20% or less change from the existing SHSU program.
*Catalog changes are defined by THECB as 20% or less difference from existing degree programs. Please note that program development that falls in this category **cannot** be considered a new degree program within the SHSU system.

☐ The proposed 4+1/3+2 program expansion is between 21-49% different from the existing SHSU program.
*Please note that additional Academic Planning and Program Development approval will be required if this is selected since THECB defines catalog changes to be 20% or lower and new programs 50% or greater.

☐ The proposed 4+1/3+2 program expansion is a 50% or greater change from the existing SHSU program.

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9. *Proposed Implementation Date: September 1, 2025**

10. * Proposal Contact Person(s):

  Name: Praphul Joshi, PhD
  Title: Professor / Graduate Coordinator
  E-mail: pxj015@shsu.edu
  Phone: 936-294-2767

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6. *Department Curriculum Committee (DCC) Notes:
The Department of Public Health Curriculum Committee approved both stages of the MHA proposal. Stage I was approved by the committee on August 23, 2024, and Stage II was approved by the committee on September 23, 2024.

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7. *College Curriculum Committee (CCC) Notes:

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8. *Administrative Notes: In collaboration with the College of Business Administration (COBA). APPD: Clarification on Faculty teaching load requested and received.

New degree program development is divided into two forms encompassing two stages (Stage I: Need & Financial Analysis and Stage II: Content and Quality), which are essential for establishing a thorough review of the proposed program. Please, complete the stages in order, with the appropriate approval workflows as described between each.

Stage II: Content and Quality

Compiled by a department head/faculty and reviewed and approved by Department and College Curriculum Committees and Academic Dean, followed by a review and recommendation by the University Curriculum Committee. Once you have completed all sections in Stage II, including the first 5 signatures/approvals, the Academic Dean or an Associate Dean from your college (a representative of the University Curriculum Committee) can submit the proposal to the Office of Academic Planning and Program Development through the appropriate T:Drive: Curriculum folder. If you have any questions, or need further support, please contact Program Development.

* Asterisk denotes headers with directional information.

1) **Degree Program CIP:**

   A. **Statement of Distinction***: If the institution has an existing degree program with the same CIP code and degree designation, provide a brief description of how this degree program is distinct (use the institution's program inventory for reference, if needed).*
   The institution has four undergraduate programs with the same CIP code as the proposed MHA program (51.0701.0014). These programs include the BS in Health Care Administration, the BS in Public Health, the BS in Health Science, and the BA in Bilingual Health Care Studies. As these are undergraduate programs with relatable health, management, and health care management emphasis, they serve as feeder degree programs to the proposed MHA degree. The institution does not have a graduate program with the existing CIP code 51.0701.0014.

   B. **Fields of Study: Bachelor's Only**. *If the proposed CIP code for the bachelor's degree program aligns with one of the approved Texas Direct Fields of Study, please provide the Directed Electives courses accepted for the Texas Direct degree.*

2) Academics:

   A. *Degree Requirements:

      i. Similarities/Differences between peer programs:

Peer (External) Programs

Similarities: The MHA degree offered at SHSU is similar to peer MHA programs by:

1) Having a common core curriculum including healthcare law and ethics, healthcare finance and economics, and organizational behavior;
2) Requiring a professional practicum and/or capstone experience;
3) Annual assessment of student learning outcomes; and
4) Comprehensive evaluation of coursework to reflect the trends in healthcare.

Differences: The MHA offered at SHSU is different from peer MHA programs by:

1) Offering lower tuition and fees for graduate students;
2) Delivering the degree in the 100 percent online format;
3) Admitting students without requiring the GRE; and
4) Employing an interdisciplinary approach to the facilitation of the MHA program.

Existing (Internal) Programs

Similarities: The MHA degree offered at SHSU is similar to other Master level degrees at SHSU in:

1) Tuition and fees are assessed at the university level;
2) Online, IT, library, graduate and advisement resources are available to students;
3) Professional development opportunities are encouraged and available for students; and
4) Faculty mentoring, teaching, and research opportunities are offered for students.

Differences: The MHA degree offered at SHSU is different from other Master level degrees at SHSU in:

1) Faculty expertise and research activities are specific to the field of healthcare;
2) Utilization of an interdisciplinary approach with COBA and COHS faculty teaching in the program;
3) Allowing course credit for experiential learning activities; and
4) Requiring a professional practicum and / or capstone experience.

ii. Compete Table 3: Semester Credit Hour Requirements by Category.

Table 3. Semester Credit Hour Requirements by Category

Category	Semester Credit Hours	Clock Hours (If applicable)
General Education Core Curriculum *(Bachelor's degree program only)*	Not Applicable	
Required Courses	30	
Prescribed Electives	0	
Electives	3	
Final Project/Capstone	3	
Other *(Specify, e.g., internships, clinical work)*	(if not included above)	
TOTAL	36	

5. *Admission Requirements:
   - A student can be admitted to the program with a BA / BS in any field with an earned GPA of 3.00.
   - There are no prerequisite courses required for admission to the program.
   - The GRE/GMAT is not required for admission to the program.
     Students must submit:
     o Official undergraduate and graduate transcripts.
     o Written essay including a statement of interest in the program and in the field of health administration.
     o Interview with MHA Graduate Coordinator, graduate administrative associate, and member(s) of graduate faculty .
     o Two to three letters of recommendation from previous employer, faculty / administrator that are written on organization / school letterhead.

   C. *Curriculum: Complete tables 4, 5, 6, and 7.

Table 4. Degree Specific Requirements

Prefix and Number	Required/Core Course Title	SCH
ACCT 5302	Finance Reporting & Business Decisions	3
HLTH 5355	Health Services Administration	3
MGMT 5325	Project Management	3
FINC 5300	Business Finance Environment	3
HLTH 5363	Management and Leadership for Health Professionals	3

HLTH 5381	Health Economics and Finance	3
HLTH 5382	Healthcare Marketing *	3
HLTH 6360	Healthcare Organizational Behavior/Theory*	3
HLTH 6365	Health Care Policy	3
HLTH 5378	Health Care Informatics	3
HLTH 6367	Healthcare Human Resource Management*	3
	Total Degree Specific Requirements	33

Table 5. Required Courses (Major) (*Denote electives offered on a rotation basis with a pound sign #*)

Prefix and Number	Required Courses (Major)	SCH
	None	

Table 6. Prescribed Elective Courses (*Denote electives offered on a rotation basis with a pound sign #*)

Prefix and Number	Prescribed Elective Course Title	SCH
	None	

Table 7. Free Elective Courses

Prefix and Number	Free Elective Course Title	SCH
HLTH 6397	Public Health Capstone/Practicum[1]	3*
HLTH 5371	Health Care Quality and Safety[1]	3*
HLTH 6373	Leading Change in Health Care Organizations	3
	[1]Students must meet the requirements for HLTH 6397 through their work experience or completion of the capstone/practicum project. Students completing the requirements through their work experience may select HLTH 5371 or HLTH 6373 to meet the remaining 3 SCH of their degree program. Please consult with the Graduate Coordinator for more information.	
	Total Free Electives	3
Total Semester Credit Hours		36

       i.   Comparable Curricula: *If applicable, provide up to three links to comparable curricula that were used as a model or inspiration for designing the curriculum. If none exist, please briefly describe the unique design of the curriculum.*

The unique design of the curriculum in the proposed MHA is detailed in the following section. The proposed degree:

1.   Offers academic credit for work experience in the field which can shorten time to earn degree;

2.   Provides an interdisciplinary opportunity for students through the inclusion of three courses taught by two Regent's Professors and one full professor in the COBA;

3.   Employs a self-paced format that allows students to apply and enter the program in either the fall, spring, or summer terms thus facilitating their degree completion date;

4.   Allows students to enroll in nine credit hours in the fall, spring, and summer semesters with the capability of completing their degree in four terms;

5. Provides a competency-based curriculum that includes all four of the overarching domains of required by the e Commission on Accreditation of Healthcare Management;

6. Offers students several avenues to connect with their professors and colleagues in their courses such as Blackboard Ultra, Microsoft Teams, and Zoom Workplace;

7. Delivers an asynchronous online format which allows students to have flexibility in taking classes; and

8. Allows students to complete their degree with a practicum as a terminal course.

    ii. Curriculum Features: *Indicate below if the proposed curriculum has any of the following features and provide additional information as requested.*

        a. Does the curriculum include a pathway for part-time students?
        ☒ Yes ☐ No

        b. Does the degree program contain multiple tracks?
        ☐ Yes ☒ No

        c. If the degree program's discipline has an accrediting body, will the institution seek accreditation?
        ☒ Yes ☐ No ☐Not Applicable

If yes, list the accreditor(s) and anticipated date(s) of programmatic accreditation.

Accreditor(s): Commission on Accreditation of Healthcare Management Education (CAHME)
Anticipated date(s) of accreditation: Academic Year 2029-2030 for initial self-study

        d. Will students be eligible for any licensures or certifications upon completion of coursework in the degree program?
        ☐ Yes ☒ No

If yes, list the licensures and certifications.

Licensures:
Certifications:

        e. Does the degree program require any clinicals, fieldwork, or other external learning experiences?
☒ Yes ☐ No

If yes, list the experience, clock hours required, and expected SCH earned:

Experience: HLTH 6397: Public Health Capstone/Practicum
Clock Hours Required: 300 clock hours for HLTH 6397; approval to take HLTH 5371 or HLTH 6373 in lieu of HLTH 6397 can be provided by the Graduate Coordinator.
Expected SCH Earned:3 (three) student credit hours.

        f. If clinical experience is required, do current affiliation agreements have the capacity to support additional students?
        ☒ Yes ☐ No

If no, briefly describe plans for securing additional affiliation agreements:

D. *Marketable Skills: *Identify 3-5 marketable skills students will attain through the proposed program.*

1. Through their education, students will learn appropriate and professional ways in which to be able to communicate effectively with stakeholders in explaining health policies and procedures.
2. Students will have well-developed sets of problem-solving skills which will enable them to effectively respond to the changes and fast-paced health environment.
3. Students will be prepared to serve in healthcare leadership positions through a variety of professional development experiences and activities in their coursework.
4. Students will have the knowledge and skills to effectively Interpret and communicate health data to improve health related policies and procedures.
5. Students will acquire the skills to strategically analyze the organization, structure, and function of healthcare entities, public health functions, and regulatory systems in the state, national, and global environments.

3. *Faculty Availability:

Table 7. *Existing Faculty
List the existing faculty for the program including the name, department, credential information, and the expected percentage of time assigned to the program. Add an asterisk (*) before the name of the individual who will have direct administrative responsibilities for the proposed program.

Name	Department	Highest Degree Awarded & Year	Highest Degree Awarding Institution	Expected % Time in Degree Program
[e.g. Jane Doe]	[English]	[PhD in Comparative Literature, 1998]	[University of California Berkeley]	[75%]
Balasundram Maniam (Regent's Professor)	Finance and Banking	PhD Finance, 1992	University of Mississippi	17%
Pam Zelbst (Regent's Professor)	Management, Marketing, and Information Systems	PhD Business Administration, 2006	University of Texas at Arlington	17%
Ouadie Akaaboune	Accounting	PhD Economics, 2016	Southern Illinois University - Carbondale	17%
Daphne K. Fulton	Public Health	Dr. P.H. Health Promotion and Community School of Public Health Services, 2014	Texas A&M University Health Promotion and Community School of Public Health	25%
*Praphul Joshi	Public Health	PhD Health Promotion, Education and Behavior	University of South Carolina	53% 33% teaching 20% administrative

Rosanne S. Keathley	Public Health	PhD Health Education, 1997	Texas A&M University	17%
Yu Liu	Public Health	PhD Health Economics and Policy, 2021	Emory University	17%
Ray G. Newman	Public Health	PhD Public Administration, 1994	New York University	80%
Amanda W. Scarbrough	Public Health	PhD Medical Humanities, 2008	University of Texas Medical Branch	53% 33% teaching 20% administrative
Yue Xie	Public Health	PhD Management and Policy Sciences, 2012	University of Texas Health Science Center	25%

Table 8. *Expected Faculty New Hires
List any anticipated new faculty hires within 5 years of implementation. Include the expected date of hire, credentials required, and expected percentage time dedicated to the program.

Anticipated Date of Hire	Required Degree	Hiring Rank (e.g. Associate Professor)	Expected % Time
None			

Faculty Recruitment Strategies*: If applicable, provide a brief summary of faculty recruitment strategies that will support a broad pool of applicants for new faculty positions (250 word maximum).*

4). *Additional Distance Education Delivery Considerations (as applicable):
- **Describe how the program would adherence to *Principles of Good Practice*:**

The graduate program faculty, coordinator, department chair, and administrative associates in the Department of Public Health are committed to provide each MHA student an engaging and successful online learning environment with the goal of preparing students with the current knowledge, skills, and dispositions that are required for successful careers in the health administration workforce. The Department of Public Health, the College of Health Sciences, and the University provide specialized resources designed to recruit, retain, and graduate students enrolled in the MHA program.

The Chair of the Department of Public Health will provide a copy of the "Principles of Good Practice" to all graduate faculty teaching courses in the proposed MHA program. The faculty will respond via email to the chair stating they have read and will adhere to the principles in their distance education courses. The MHA program coordinator and the Department Chair will review the principles with the program faculty on a bi-annual basis. The students enrolled in the proposed program will be assessed each semester to ensure the principles are practiced by the program faculty.
- **Outline the administrative oversight and structure:**

A full professor with graduate faculty status will serve as the coordinator of the proposed MHA program. The coordinator will have the requisite degrees and related experience to serve in this

capacity and will be selected by the chair of the Department of Public Health. Due to the online delivery of the proposed MHA program, the program coordinator will communicate with students via e-mail, phone conversations, text messages, Zoom sessions, Microsoft Teams, virtual office hours, and Facetime. The primary administrative oversight of the proposed MHA program is the responsibility of the program coordinator who will:

- Ensure students are achieving the minimum GPA required to remain in good academic standing in the proposed MHA online program;
- Conduct program assessments and evaluations to determine if the online course delivery is preparing students with the competencies required by CAHME;
- Maintain program data, including student assignments, for accreditation purpose with CAHME;
- Serve as the liaison among the graduate students, program faculty, the Department of Public Health, the COHS, and university administrators:
- Communicate all relevant information, and update all graduate education-related policies,deadlines, and programs to students and program faculty: and
- Conduct recruiting and orientation sessions for students.

The proposed MHA program has a dedicated administrative associate who provides constant contact and assistance to students in the application, registration, and graduation process; maintains communication with students via e-mail, text messages, and phone calls; provides financial aid and scholarship information; refers students to employment and GA opportunities; coordinates a textbook exchange service for students; links community and university resources with students; and serves as a primary point of contact for students in the proposed program.

The program coordinator, faculty, and administrative associate are actively engaged with each student to ensure their academic and mental health needs are met.

Each potential MHA student participates in a Zoom discussion/interview with the program coordinator, administrative associate, and other members of the graduate program faculty to thoroughly discuss the MHA program and answer specific questions of the student.

- o **Collaborative arrangements to account for limited or no face-to-face communications:**

- SHSU Online provides 24/7 Blackboard Support and Student Central (https://shsu.blackboard.com/ultra/institution-page) services to students during the academic year.
- The university provides online academic assistance through the Writing and Math Centers for graduate students through faculty and peer mentors.
- The University offers students the SH + LinkedIn Learning platform via Blackboard to enhance their professional development and build their online LinkedIn profile.
- The Graduate School conducts new graduate student orientation each year in the face-to-face and online format; multiple student success programs are facilitated in the online and face-to-face format and are archived to support student success. Competitive scholarships are also available for students on an annual basis.
- The program coordinator faculty will collaborate with IT Support to ensure students and faculty have access to current technology resources.
- The program faculty will engage with students online and be available for virtual office hours and meetings with students in person, phone, Zoom, Microsoft Teams, and recorded Blackboard Ultra sessions.

    o **Differences between traditional and distance education delivery:**

The chair of the Department of Health and the MHA program coordinator will diligently review the content of the courses in the proposed MHA program to uphold the quality standards associated with the delivery of distance education programs. Additionally, they will ensure each student receives specialized attention, detailed instruction, and creative teaching strategies that serve to prepare students to be successful professionals in the field of health administration.

- All MHA faculty hold graduate faculty status and receive outstanding student evaluations; most of the faculty have completed the ACUE course.
- All MHA faculty are proficient with online delivery skills with Zoom and Microsoft Teams; they provide outstanding active learning experiences in the on-line delivery format; they lead and promote research activities with students; and they genuinely care about the quality of life and academic success of students in the program.
- A majority of the MHA faculty have completed the Quality Matters Certification Program to enhance their online course development to improve the distance learning experience for their students.
- All MHA faculty are committed to provide course work, learning activities, and interactions with students that ensure equity and inclusive public health content for diverse populations of students enrolled in the program.
- All MHA faculty complete best practice methods in implementing online courses and have been provided with principles of online education, approved by THECB. The program coordinator will submit best practice and principles of online quality control measures to THECB.

    o **Student interactions with limited/no face-to-face communications:**

The courses in the proposed MHA program will involve opportunities for interaction between students and faculty via virtual health activities, management events, Interpersonal Professional Education activities, group and individual assignments, responses to discussion boards, peer review, and lectures delivered via Zoom. In addition, students can effectively interact in the distance learning format via the Microsoft Teams platform, break-out rooms via Zoom, and the improved course announcement elements in the Blackboard Ultra LMS.

5) *Required Appendices:

  a. Appendix A: Master of Health Administration Course Descriptions

  b. Appendix B: Master of Health Administration Prescribed Sequence of Courses

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END STAGE II

Approval Recommendation Signatures:

Approved by Department Head/Faculty Signature: Amanda Scarbrough	Approved	☒	Disapproved	☐
	Date: 9/23/2024			
Approved by Department Chair Signature: Amanda Scarbrough	Approved	☒	Disapproved	☐
	Date: 9/23/2024			
Approved by Department Chair 1 (Interdisciplinary)[1] Signature: Cassy Henderson	Approved	☒	Disapproved	☐
	Date: 09/30/2024			
Approved by Department Chair 2 (Interdisciplinary)[1] Signature: Gerald Kohers	Approved	☒	Disapproved	☐
	Date: 09/30/2024			
Approved by Department Chair 3 (Interdisciplinary)[1] Signature: Mary Funck	Approved	☒	Disapproved	☐
	Date: 09/30/2024			
Approved by College CC Signature: Ron Reed	Approved	☒	Disapproved	☐
	Date: 09/27/2024			
Approved by Academic Dean Signature: Ryan Zapalac	Approved	☒	Disapproved	☐
	Date: 09/30/2024			
Approved by Academic Dean 2 (Interdisciplinary)[1] Signature: Shar Self	Approved	☒	Disapproved	☐
	Date: 09/30/2024			
Approved by Academic Dean 3 (Interdisciplinary)[1] Signature: Click or tap here to enter signature.	Approved	☐	Disapproved	☐
Approved by Director of APPD Signature: *Dawn B. Caplinger*	Approved	☒	Disapproved	☐
	Date: 10.18.2024			
Approved by University CC Signature: Click or tap here to enter signature.	Approved	☐	Disapproved	☐
	Date: Click or tap here to enter date.			
Approved by ACC/Provost Signature: Click or tap here to enter signature.	Approved	☐	Disapproved	☐
	Date: Click or tap here to enter date.			
Approved by Board of Regents	Approved	☐	Disapproved	☐
	Date: Click or tap here to enter date.			
Approved by THECB	Approved	☐	Disapproved	☐
	Date: Click or tap here to enter date.			

[1]Interdisiplinary sign-off is required at both the department/college level for the use of any non-core curriculum course within the proposed curriculum, which is housed outside of the proposed program's academic college.

CC = Curriculum Committee
APPD = Academic Planning and Program Development

APPD Use Only

Added to Catalog ☐
Date: Click or tap here to enter date.

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Added to Banner ☐
Date: Click or tap here to enter date.

Added to Degree Works ☐
Date: Click or tap here to enter date.

Notified Advising ☐
Date: Click or tap here to enter text.

Added to Apply Texas ☐
Date: Click or tap here to enter text.

Directional Prompts:

ADMINISTRATIVE PROGRAM INFORMATION

Program Name:
Show how the program would appear on the Coordinating Board's program inventory (e.g., Bachelor of Business Administration with a major in Accounting; Master of English Literature).

Proposed CIP:
Enter the proposed CIP Code/title for Texas. If CIP Code selected is outside the norm for the discipline, provide justification. A list of CIP Codes can be accessed at Texas CIP Codes. THECB no longer accepts CIP Codes that end in '99'.

Number of Required Semester Credit Hours (SCH):
The typical semester credit hour range for a master's degree program is between 30 to 36 SCH and 54 to 60 SCH for a terminal Master's degree.

*If the number of SCH exceeds 120 for a bachelor's program, an additional appendix is required documenting the compelling academic reason for requiring more SCHs, such as program accreditation requirements, statutory requirements, and/or licensure/certification requirements that cannot be met without exceeding 120 SCH.

Administrative Unit:
Identify where the program would fit within the organizational structure of the university (e.g., The Department of English within the College of Humanities and Social Sciences).

Location and Mode of Delivery:
Provide the location of instruction and how the proposed program will be delivered to students. (e.g., Instructed on the main campus, face-to-face, online).

Proposed Implementation Date:
Provide the date that students would enter the program (MM/DD/YY).

Proposal Contact Person:
Provide contact information for the person responsible for addressing any questions about the proposal.

Department Curriculum Committee (DCC) Notes:
Add DCC notes, if applicable.

College Curriculum Committee (CCC) Notes:
Add CCC notes, if applicable.

Administrative Notes:
Add Administrative notes, if applicable.

STAGE II: CONTENT AND QUALITY

Degree Program CIP:
THECB no longer accepts CIP Codes that end in '99'.

If the institution has an existing degree program with the same CIP code and degree designation, provide a brief description of how this degree program is distinct (use the institution's program inventory for reference, if needed).

If the proposed CIP code for the bachelor's degree program aligns with one of the approved TEXAS Direct Fields of Study, please provide the Directed Electives courses accepted for the Texas Direct degree.

Academics:
Specific degree and admission requirements, proposed curriculum, and marketable skills associated with the program.

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Degree Requirements:
Similarities/Differences between peer programs: Describe the similarities and differences between the proposed program and peer programs in Texas and nationally.

Compete Table 3: Semester Credit Hour Requirements by Category. Show semester credit hours (SCH) and clock hours (if applicable). Modify the table as needed. If necessary, replicate the table to show more than one option.

Note: A Bachelor degree should not exceed 120 Semester Credit Hours (SCH) per Board rule 5.44 (a) (3). Those that exceed 120 SCH must provide detailed documentation describing the compelling academic reason for the number of required hours, such as programmatic accreditation requirements, statutory requirements, or licensure/certification requirements that cannot be met without exceeding the 120-hour limit.

Admission Requirements:
Provide any program-specific admission requirements. For graduate programs, provide the institution's general graduate admissions standards as well as the program-specific admissions standards for applicants of the proposed program.

Curriculum: Complete tables 4, 5, and 6.
Complete tables 4, 5, and 6 to list the required/core courses, prescribed elective courses, and elective courses of the proposed program and semester credit hours (SCH). Note with an asterisk (*) new courses that would be added to SHSU's course inventory.

Marketable Skills:
The Texas Higher Education Coordinating Board (THECB) marketable skills initiative is part of the state's 60x30TX plan and was designed to help students articulate their skills to employers. Marketable skills are those skills valued by employers and/or graduate programs that can be applied in a variety of work or education settings and may include interpersonal, cognitive, and applied skill areas.

Explain how students will be informed of the marketable skills included in the proposed program. (Note: Marketable Skills are required, at SHSU, to appear in the academic catalog.

Faculty Availability:
The proposed program shall have enough core and support faculty to teach the scope of the discipline, consistent with similar programs in the state and nation. At least 50 percent of the faculty full-time equivalent (FTE) supporting a bachelor's or master's program must be Core Faculty.

Note: The proposed program must meet, or exceed, the minimum number of faculty devoted specifically to the proposed program:
• Bachelor's program – three FTE or two FTE if comprised of four individual faculty members. (The standard for upper-level institutions could be lower for those programs in which lower-division courses are required for the major and taken at feeder institutions.)
• Master's program – three FTE or two FTE if comprised of four individual faculty members.
• At least 50 percent of the faculty FTE supporting a bachelor's or master's program must be core faculty.

Note: The distinction between core and support faculty tables has been removed and the percentage of time in the program will be used to identify "core" faculty. It is assumed that if a faculty member is dedicating 50% or more time to the degree program that they are considered a core faculty member

Table 7. Existing Faculty:
Core Faculty are full-time tenured and tenure-track faculty who would teach 50 percent or more in the proposed program or other individuals integral to the proposed program. Modify the table as needed.

List the existing faculty for the program including the name, department, credential information, and the expected percentage of time assigned to the program. Add an asterisk (*) before the name of the individual who will have direct administrative responsibilities for the proposed program.

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Table 8. Expected Faculty New Hires:
List any anticipated new faculty hires within 5 years of implementation. Include the expected date of hire, credentials required, and expected percentage time dedicated to the program.
Additional Distance Education Delivery Considerations (as applicable):
A description of how the proposed program would function remotely for distance education delivery purposes.

Required Appendices:
Attach the following required appendices with Stage II of this form.