

FORM A
Board of Regents, State of Iowa

**REQUEST TO IMPLEMENT A NEW BACCALAUREATE,
MASTERS, DOCTORAL, OR FIRST PROFESSIONAL DEGREE
PROGRAM**

April 9, 2021

Yellow: Items to be completed by Provost Office

THE PURPOSE OF ACADEMIC PROGRAM PLANNING: Planning a new academic degree program provides an opportunity for a Regent university to demonstrate need and demand as well as the university's ability to offer a quality program that is not unnecessarily duplicative of other similar programs offered by colleges and universities in Iowa.

Institution: Iowa State University

CIP Discipline Specialty Title: Health/Health Care Administration/Management

CIP Discipline Specialty Number (six digits): 51.0701

Level: B M D FP

Title of Proposed Program: Major in Healthcare Management

Degree Abbreviation (e.g., B.S., B.A., M.A., Ph.D.): BS

Approximate date to establish degree: Month: May Year: 2022

Contact person: (name, telephone, and e-mail)

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College that will administer new program:

Ivy College of Business

Please provide the following information (use additional pages as needed). Do not use acronyms without defining them.

1. *Describe the proposed new degree program, including the following:*

a. *A brief description of the program. If this is currently being offered as a track, provide justification for a standalone program.*

The Department of Management and Entrepreneurship in the Ivy College of Business is proposing a new undergraduate major in Healthcare Management (HCM). This proposal furthers the strategic goals of the Ivy College of Business to provide innovative and effective educational opportunities.

The National Center for Education Statistics (NCES) provides the following description of the healthcare management degree program:

“Health/Health Care Administration/Management is a program that prepares individuals to develop, plan, and manage health care operations and services within health care facilities and across health care systems. Includes instruction in planning, business management, financial management, public relations, human resources management, health care systems operation and management, health care resource allocation and policy making, health law and regulations, and applications to specific types of health care services.”

The proposed program reflects the national standards described above. Healthcare management students will take specialized courses in healthcare economics, financial management for healthcare organizations, quality management, and healthcare law, among others. This program will teach students how to apply managerial principles to the unique, complex, and growing healthcare industry.

The admission requirements to the Ivy College of Business and to its professional program for students wishing to major in HCM will be the same as for all other Ivy majors. The curriculum will require 31 credits of general education coursework, 23 credits of foundation coursework, 9 credits of supporting courses, 27 credits of business core coursework, 24 credits of major coursework, and 8 credits of general (free) electives (122 total degree credits). The general education, foundation, supporting, core, and general electives coursework is similar to that for other majors in the Ivy College of Business. This curriculum can be completed in eight semesters (four years). Complete details of the curriculum, including a sample four-year plan, can be found in the Appendix A.

Healthcare management is not currently offered as a track.

b. *A statement of academic objectives:*

The primary objective for the new healthcare management major is to train students to be immediately employable in entry-level managerial positions in healthcare settings with the potential for future leadership roles. A secondary goal is to prepare students for rigorous graduate-level training, such as a Master of Healthcare Administration program. To meet these goals and to set this program apart from HCM majors at other schools, we propose that this major and its curriculum target three general categories of learning objectives:

- **Foundational knowledge of the healthcare management field** (insurance, current healthcare policy, policy development, economics of health and healthcare, patient safety, quality management, financing, payor mixture, healthcare-specific laws and regulations, and information systems as they relate to healthcare data)
- **Comprehensive business skills** (decision-making skills, relationship management skills, managerial professionalism, data interpretation and analytic skills, teamwork and collaboration skills related to various actors in healthcare including practitioners, leadership skills, and strategy skills)
- **Experiential learning** (hands-on learning in a healthcare setting, application of HCM curriculum to real world experiences)

c. *What the need for the program is and how the need for the program was determined*

The Bureau of Labor Statistics (www.bls.gov) projects a 32% increase in the number of healthcare management jobs between 2019-2029. The prediction far surpasses the average growth rate of 4% for all occupations for the same time period. (A list of likely career options and job titles for graduates of this HCM program is included in Appendix F.)

Industry leaders recognize the need for healthcare managers who have a broad understanding of the healthcare field and foundational business knowledge. According to presidents and CEOs of healthcare organizations in Ames and Des Moines, there is a need for the types of managers who are expected to graduate from the HCM program:

- *“Whether you're in that operational half of the field, or you're in the business support side, the pieces that are missing are the pieces that are business pieces. New leaders frequently struggle with grasping the various business components. One of the things we'll hear all the time is, ‘I think I could do the work, but I just don't know how to do a budget.’”* – Brian Dieter, Mary Greeley President
- *“Back in the in 80's a lot of the programs in the country were housed in the business school...for me, coming from the business school, it would make the candidate stronger.”* - Bob Ritz, Mercy One CEO

Furthermore, the proposed Healthcare Management major addresses Priority #1 in the Governor’s strategic plan for Iowa. The priority is aimed at producing a skilled workforce in areas that will be addressed by the Healthcare Management curriculum.

- Priority #1 from Governor Kim Reynolds - “Iowa’s greatest opportunity for economic growth is to build a workforce that’s nimble, highly skilled and filled with lifelong learners. Today, we are experiencing a shortage of skilled workers across every region of our state and all types of industries — from manufacturing and skilled trades, to health care and information technology. But through dynamic public-private partnerships, we’ve implemented innovative solutions that start in our schools and continue in the workplace to ensure that opportunity lives here.”

A related priority is the development of the healthcare workforce (Priority #2 in the Governor’s plan). As efforts are taken to increase the number of healthcare clinicians, we expect the need for healthcare managers to rise concurrently.

Finally, recruitment coordinators at Ivy College of Business have reported prospective student demand for a healthcare management major (see 1i).

- d. *The relationship of the proposed new program to the institutional mission and how the program fits into the institution's and college's strategic plan;*

The proposed program aligns with the university's mission and vision as outlined in the Strategic Plan for AY 2017-2022. Iowa State University aims to create, share, and apply knowledge, specifically through "learning by doing" in the areas of science and technology. The proposed major is a Bachelor of Science in that it focuses on applying scientific principles of management to the healthcare field. The program also includes an experiential learning component.

Furthermore, the program aligns with the strategic plan for the Ivy College of Business. Specifically, the program addresses Strategic Priority #1 "Advancing Innovative, high-quality, high-impact academic programs" and subgoal #1 "Establish new undergraduate majors based on industry needs."

- e. *The relationship of the proposed new program to other existing programs at the institution; describe how the proposed program will enhance other programs at the university. Will the proposed program duplicate existing programs at the university?*

Health-related degree programming has been identified as a source of innovation for Iowa State University. The HCM major will bolster health-related interdisciplinary initiatives across campus at Iowa State University. The healthcare management major offers education related to the business aspects of healthcare, which will complement practitioner-focused programs such as the Nursing program in Food Science and Human Nutrition department, Health Sciences Programs in Kinesiology and Health, and programs in the Gerontology department. The HCM major is also uniquely positioned to interface with programs that may arise as the university seeks to expand its health-related course offerings.

Given that the HCM major blends business-related skills with knowledge of the healthcare system, the proposed program does not duplicate any existing programs. Within the Ivy College of Business, no undergraduate programs explicitly address business skills as they apply to this unique field. More generally, Iowa State University's course offerings related to public health and public policy do not address the business-related aspects of healthcare to the extent of the proposed program.

Finally, the proposed HCM major may serve as a feeder for graduate-level programs at Iowa State University, such as the proposed Master of Healthcare Analytics and Operations degree.

- f. *The relationship of the proposed new program to existing programs at other colleges and universities in Iowa, including how the proposed program is different or has a different emphasis than the existing programs.*

The proposed HCM major will be the first undergraduate healthcare management degree program housed in an AACSB-accredited business school in the state of Iowa. Moreover, Iowa State University will be the only Iowa Regents Institution with a four-year HCM degree.

Health-related programs at other universities in the state of Iowa do not currently provide students with the opportunity to study directly business-related aspects of healthcare. The

University of Iowa offers multiple graduate-level degrees in Health Management and Policy. At the undergraduate level, the University of Iowa offers a health track for the Informatics major. The graduate-level class is outside of what is being proposed in the HCM major at Iowa State, and the proposed program offers a more in-depth course of study than the University of Iowa's Informatics track. The University of Northern Iowa offers a Business in Healthcare Certificate for their business school students, but only one required class is offered in the business school, and the class is not specifically tailored to the healthcare industry (i.e., generic Principles of Finance).

Upper Iowa University offers a Health Services Administration Bachelor's degree. However, this program is not housed in a college of business. Mount Mercy University offers a business-focused health care administration degree, but business programs at Mount Mercy are not AACSB-accredited. Students at Upper Iowa University or Mount Mercy would not receive AACSB-accredited training in the fundamental aspects of business, unlike students graduating from the proposed HCM program at Iowa State University. As such, the Healthcare Management program at Iowa State offers a unique blending of AACSB-accredited business training with in-depth study of the healthcare context, which should be appealing to prospective students in Iowa and beyond.

The Des Moines Area Community College discontinued their Healthcare Administration program in 2005. In its place, they have developed an Aging Services Management program. Currently, Des Moines University offers only graduate-level programs in Health Administration.

Finally, other liberal arts colleges in Iowa do not offer programs in Healthcare Management, specifically. Coe College has many pre-professional programs designed to prepare students for graduate training in dentistry, medicine, public health, etc. Grinnell College offers a Health, Medicine, & Society concentration, which focuses on the historical developments and social aspects of healing. Drake University offers a Health Care Administration and Public Health track for their Bachelor of Science in Health Services degree. The proposed program differs from Drake's in that it is a fully formed major rather than a track. Also, because the program is housed in Health Sciences, the core curriculum has a biomedical emphasis (e.g., Biology and Human Anatomy) rather than a business emphasis. Furthermore, Drake charges students approximately \$32,000 more per year for tuition than Iowa State charges Ivy students.

- g. *Special features or conditions that make the institution a desirable, unique, or appropriate place to initiate such a degree program.*

The Iowa State University of Science and Technology is an attractive location for a healthcare management degree. There are many high-quality healthcare facilities in the surrounding area. Located in Ames, the Mary Greeley Medical Center is a standout. Mary Greeley hospital is a 2019 Malcolm Baldrige National Quality Award winner. This award recognizes innovation, leadership, and operational excellence. Mary Greeley is the first healthcare organization in Iowa to win this prestigious, national award, and one of only 29 healthcare organizations to ever receive it since the program's inception in 1986.

Brian Dieter, the CEO of Mary Greeley hospital, has indicated a willingness to partner with

Iowa State University's healthcare management program, identifying Mary Greeley Medical Center as a potential internship site.

- [Regarding a partnership with interns from Iowa State University's healthcare management program] *"I would say we're open to it... We are one of the most sought after [internship] assignments, because we've given the students a really rich and robust experience. And we want to make sure we could do that for somebody who's trying to get a degree in healthcare management."* - Brian Dieter, CEO of Mary Greeley.

Other local healthcare leaders have expressed their willingness to work with potential Iowa State University students seeking a HCM degree. The Executive Officer of the Iowa Department of Public Health and the CEO of MercyOne health systems have both expressed an openness to creating internships for healthcare management students. In addition to strong potential for industry partnerships, Iowa State University has many other qualities that make it an attractive location for a healthcare management degree. The Ivy College of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB), and all healthcare management students will attain core business knowledge. Many departments at Iowa State University already offer health-related courses that healthcare management students can take as elective courses. Relevant courses are being offered in the Gerontology department, the Kinesiology department, and the psychology department, to name a few. The healthcare management program fits into the interdisciplinary efforts to create health-related curriculum at Iowa State University.

- h. Are the university's personnel, facilities, and equipment adequate to establish and maintain a high-quality program?*

The Department of Management and Entrepreneurship is well-resourced to establish and maintain the proposed program. At least two faculty members within management have expertise directly in healthcare management, and these faculty are committed to teaching full-time within the healthcare management major. There are also faculty in some of the other Ivy departments who are interested and able to teach specific courses within this curriculum. The recently expanded Gerdin Business Building offers ample and more-than-adequate facilities for on-campus residency courses. HCM students will be assigned a dedicated career coordinator in the Career Services office at Ivy. The office will assist the students in securing internships and co-ops, facilitate agreements with healthcare facilities, and generally develop students' job-seeking skills.

- i. How does student demand for the proposed program justify its development?*

Postsecondary institutions conferred 2.0 million bachelor's degrees in 2017–18. More than 30% were concentrated in two fields of study: business (19 percent, or 386,000 degrees) and health professions and related programs (12 percent, or 245,000 degrees). Between 2000–01 and 2017–18, the number of bachelor's degrees conferred in business increased by 47 percent, from 264,000 to 386,000 degrees. The number of bachelor's degrees conferred in health professions and related programs increased by 223 percent between 2000–01 and 2017–18, from 75,900 to 245,000 degrees (Figure 1).

Based on the strong trends in the past two decades described above and given that the proposed HCM major combines elements of business and health care, we expect the demand for bachelor's degrees in HCM that combines these two fields of study to remain strong.

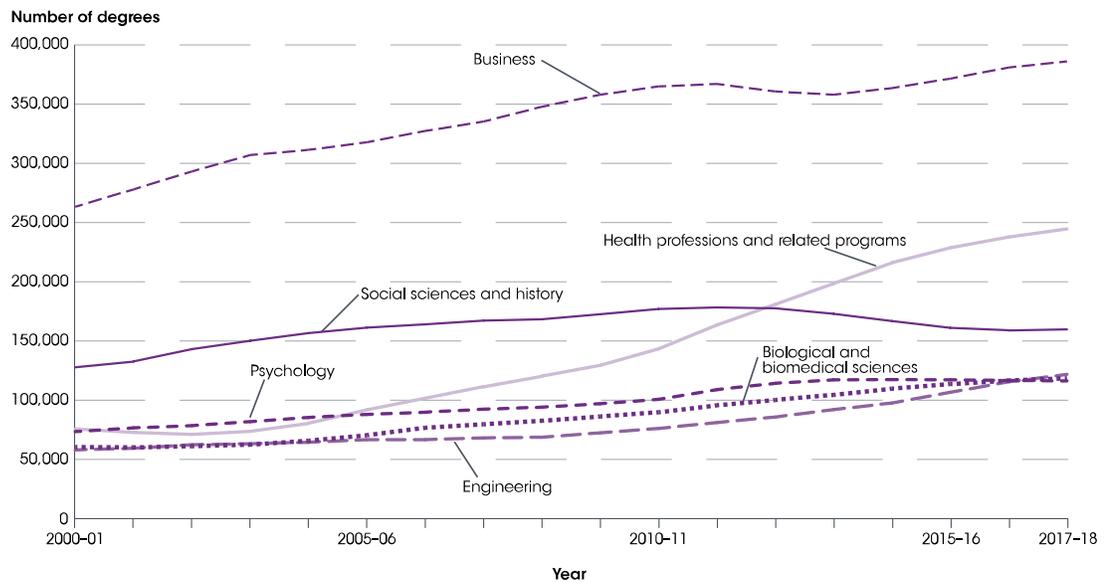


Figure 1. Number of bachelor's degrees conferred by postsecondary institutions in selected fields of study: Academic years 2000–01 through 2017–18. Source: national Center for Education Statistics. https://nces.ed.gov/programs/coe/indicator_cta.asp?referer=raceindicators

Within the Ivy College of Business, recruitment coordinators have reported student demand for a healthcare management program.

- *“Prospective student interest in healthcare management programs and career opportunities has been consistent over the past several years. Anecdotally, prospective students are asking about 1) programs we offer related to healthcare management, but 2) examples of students finding success in the healthcare field with a business background. Given my own experience working with prospective students, and national trends in student major choice, I’m enthusiastic about moving forward with a healthcare management major within the Ivy College of Business.” - Sarah Adams, Undergraduate Recruitment Coordinator, Ivy College of Business*

Thus, we expect significant student demand for this program, demand which will likely increase over time.

2. *Describe the state and/or national workforce need and/or demand for graduates of the proposed program currently and in the foreseeable future (provide documentation about the current sources of data used to estimate need and demand).*

The US Bureau of Labor Statistics (www.bls.gov) uses the following Standard Occupation Classification (SOC) code for healthcare managers: Medical and Health Services Managers (11-9111) and describes the healthcare manager's role as “planning, directing, or coordinating medical and health services in hospitals, clinics, managed care organizations, public health agencies, or similar organizations.”

According to BLS, jobs for Medical and Health Services Managers are expected to grow by 32% (from 422,300 to 555,500) between 2019 and 2029, which is much faster than the average of 4% of all occupations. In addition, the occupation ranks 8th on the BLS's list of the 20 fastest growing occupations between 2019-2029.

In the U.S., healthcare is projected to become the #1 employment sector, accounting for 13.9% of total employment (+1.4 from 2019) surpassing production of good, professional, and business services by 2029. With a growing population and the fact that many baby boomers will remain active once they reach retirement age (what health experts call the "Silver Tsunami"), health care institutions and services are expected to increase in response to these demographic shifts. These much-needed services include healthcare administration and management.

In addition, based on the Iowa Workforce Development (IWFD), there were 1,727 job openings for Medical and Health Services Managers in Iowa in 2019.

IWFD projects 590 annual job openings for Medical and Health Services Managers between 2018-2028. Out of those

- 145 openings are projected to be due to employees retiring/exiting the labor force.
- 325 due to employees transferring to a different occupation.
- 115 new openings due to occupational growth.

3. *List all other public and private institutions of higher education in Iowa currently operating programs similar to the proposed new degree program. (For comparison purposes, use a broad definitional framework, e.g., such identification should not be limited to programs with the same title, the same degree designation, having the same curriculum emphasis, or purporting to meet exactly the same needs as the proposed program.)*

Other universities in Iowa that offer a four-year undergraduate degree in healthcare management:

- Upper Iowa University
- Mount Mercy University

See 1f for more details.

If the same or similar program exists at another public or private institution of higher education in Iowa, respond to the following questions:

- a. *Could the other institution reasonably accommodate the need for the new program through expansion? Describe collaboration efforts with other institutions.*

Upper Iowa University enrolls approximately 900 students on their campus in Fayetteville. Mount Mercy University's full-time undergraduate enrollment is approximately 1,115 students. The projected enrollment in Iowa State's healthcare management major surpasses 200 students within six years. Such an enrollment would equate to 22% and 18% of the entire study body at Upper Iowa and Mount Mercy, respectively. It is unreasonable to expect that these universities would devote resources to expanding a single major to meet these projected enrollments. Thus, we conclude that existing universities would be unable to meet the demand that we projected for the HCM major at Iowa State.

- b. *With what representatives of these programs has there been consultation in developing the program proposal? Provide a summary of the response of each institution consulted.*

Upper Iowa University, Mount Mercy University, and Iowa State University serve different demographics. Upper Iowa and Mount Mercy are private schools. Upper Iowa University has expanded its online course offerings. Mount Mercy is a Catholic university. Iowa State University is a land grant research university.

Given the differences between Iowa State University and the universities that currently offer a four-year healthcare management degree, we have not consulted representatives from other programs. Yet program developed was guided by many other sources, including referencing curriculum guidelines from the Association of University Programs in Health Administration (AUPHA), contacting representatives from the AUPHA, consulting leaders of programs in other universities, and conducting benchmarking studies.

- c. *Has the possibility of an inter-institutional program or other cooperative effort been explored? What are the results of this study? (Consider not only the possibility of a formally established inter-institutional program, but also how special resources at other institutions might be used on a cooperative basis in implementing the proposed program solely at the requesting institution.)*

We have not explored the possibility of an inter-institutional program because undergraduate students generally want to attend a particular institution and, as a result, we do not believe there is anything to be gained from an inter-institutional program. However, if a student in our HCM degree program takes or has taken a class at any of these institutions that is a direct substitute for one of the classes required for our program, we will allow that substitution if it meets our university and college policies for such substitutions. This arrangement is already in place for our undergraduate programs generally, and we will continue to accommodate students this way.

- d. *Do other colleges in Iowa offer programs similar to the proposed program at comparable quality and cost?*

The HCM program at Iowa State will be more affordable than similar programs at Mount Mercy and Upper Iowa. Annual tuition at Mount Mercy and Upper Iowa is approximately \$32,000. Annual tuition for an Ivy student is \$12,494. It is possible that the proposed program at Iowa State will be of higher quality because it is developed in accordance with the guidelines of the Association of University Programs in Health Administration (AUPHA), an organization that sets curriculum guidelines and certifies undergraduate programs in healthcare management, healthcare administration, and healthcare services administration.

- e. *Are letters of support included with the program proposal?*

Yes. Letters of support are included from the Deans of the appropriate colleges at the University of Iowa and the University of Northern Iowa.

4. *Estimate the number of majors and non-majors students that are projected to be enrolled in the*

program during the first seven years of the program.

a. Undergraduate

We estimated projected enrollment in two different ways:

First, the most recent new major within the Department of Management and Entrepreneurship on which there is enrollment data is the undergraduate major in Entrepreneurship, now in its fifth year of existence, and we used this other major as one source for the HCM enrollment projections. Figure 2 provides evidence that enrollment for the HCM major has the potential to track enrollment for the Entrepreneurship major. The chart is an analysis of keyword searches on Google from Jan 1, 2018 to March 10, 2021. The blue line represents search interest for “healthcare management degree” and the red line represents search interest for “entrepreneurship degree.” The graph shows the relative popularity of the two search terms. The higher line is proportionally more popular than the lower line. For example, if the higher line reaches 100 when the lower line reaches 50, the higher line is twice as popular as the lower line at that time.

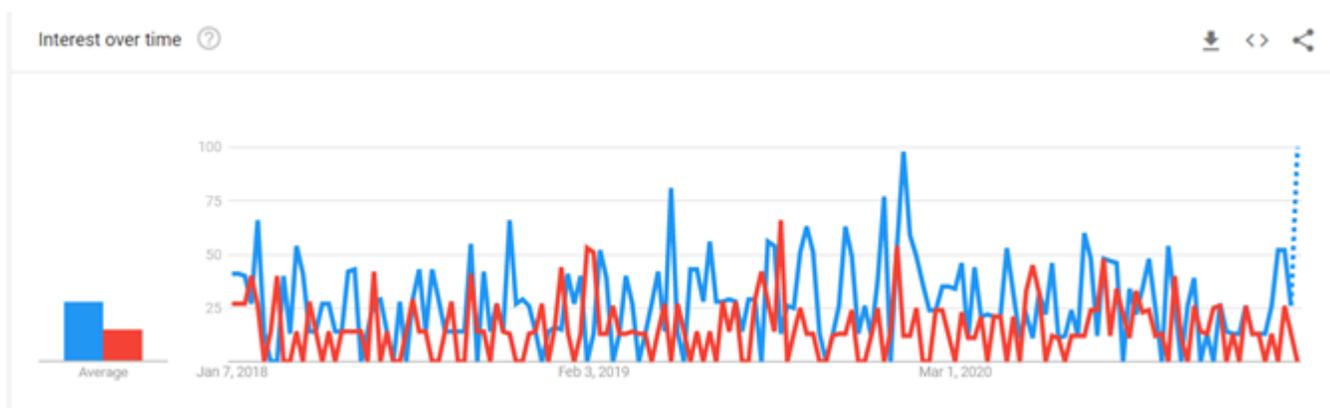


Figure 2. Search interest for “healthcare management degree” relative to “entrepreneurship degree” based on Google Trends 2018-2021. Source: <https://trends.google.com/trends/explore?date=2018-01-01%202021-03-10&geo=US&q=%22healthcare%20management%20degree%22,%22entrepreneurship%20degree%22>

The trends in the graph suggest that HCM tracks closely with Entrepreneurship in terms of popularity. At some points in time, the healthcare management major is more popular than the entrepreneurship major. Extrapolating this information to enrollment, we expect the demand for HCM major to be as strong as for the entrepreneurship major. This is a conservative estimate.

Based on this estimate, we expect that enrollments in HCM will be similar to those presented below:

Table 1. *Projected Enrollments based on similarity in popularity with Entrepreneurship major:*

Undergraduate	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
Majors	44	137	197	213	

Our second estimate is based on a benchmarking study of the HCM major at other schools. We calculated the “enrollment weight” of HCM majors in Colleges of Business. Enrollment weight is defined as the proportion of HCM majors to all majors in the College of Business (Appendix B). The enrollment predictions suggest that we could see up to 7.75% of Ivy College of Business undergraduate students enrolled in HCM at the program’s maturity. Current undergraduate enrollment in the Ivy College of Business is 4,308 students; thus, we could eventually have as many as 334 students in the HCM major. It is likely there would be some ramping up to this number, as the below predictions illustrate:

Table 2. Projected Enrollments based on benchmarking for HCM college weights.

Undergraduate	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Yr7
Majors	48	95	143	191	238	286	334

In addition, literature suggests that enrollments in HCM have the potential to exceed the original projections. Specifically, Holt and co-authors evaluated a recently started healthcare management program in a college of business at a public regional comprehensive university located in the Midwest with approximately 11,500 students. They found that enrollments in healthcare management exceeded the original 5-year projected enrollments with the BS healthcare management program at 173% and the BSBA program at 260% over the projections at the end of year four (Holt et al., 2019).

b. Graduate

Since this major is for undergraduate students, graduate student estimates are not relevant and have been omitted.

c. What are the anticipated sources of these students?

We believe that a HCM degree is an attractive undergraduate degree with the potential to attract new students to ISU. Specifically, a survey of students indicated that many students choose a university because of the availability of healthcare programs (Holt et al, 2019). Therefore, we believe that once prospective students are aware of the new program, they will be attracted to enroll at Iowa State University.

We will actively recruit students for the major as part of our normal recruitment process for the Ivy College of Business. Details of the HCM major will be included in Ivy’s marketing materials and on Ivy’s website. We will recruit students from high schools throughout Iowa and the surrounding states to make sure prospective students are aware of the new major. In addition, the degree will be listed in a searchable online AUPHA directory of undergraduate healthcare management/administration programs to help prospective students find programs in the United States and Canada.

Students already enrolled at Iowa State University will also be made aware of the program. Many students change majors once they arrive at Iowa State University, primarily because they find their initial choice of a major to not be a good fit for them. For some of those students (e.g., nursing students) HCM may be a good alternative choice.

In addition, research indicates that the primary reason why students choose to study healthcare management is because they are driven to improve the way that healthcare is delivered and/or the quality of healthcare provided but do not necessarily want to be involved in the clinical side of healthcare (Holt et al., 2019). Therefore, we believe that this degree will be attractive to Generation Z students (born between 1996-2015), who are generally characterized as being highly socially conscious and interested in opportunities for meaningful work that contributes to the “social good.”

- If there are plans to offer the program away from the campus, briefly describe these plans, including potential sites and possible methods of delivery instruction. Will off-campus delivery require additional **HLC accreditation**?*

There are no plans to offer this program away from campus.

6. *Has the proposed program been reviewed and approved by the appropriate campus committees and authorities?*

The program has been approved by the Department of Management and Entrepreneurship and is proceeding towards evaluation by the appropriate College and Faculty Senate Curriculum Committees, the Faculty Senate, the Provost and, eventually, the President. Voting record is provided in the Appendix E.

7. *List date the program proposal was submitted to the Iowa Coordinating Council for Post High School Education (ICCPHSE) and results of listserv review.*

Note: will be completed by the Provost Office.

8. *Will the proposed program apply for programmatic accreditation? When?*

In creating this program, we used the guidelines and curriculum standards set by the Association of University Programs in Health Administration (AUPHA), an organization dedicated to promoting excellence in healthcare management education.

AUPHA-certified programs are recognized as high-quality and reputable. Part of the certification process is peer review, in which curricula, faculty and educational outcomes are critically examined by experts. “Certification of a baccalaureate healthcare management program by the Association of University Programs in Health Administration (AUPHA) is a hallmark of quality” (Benson & Thompson 2014).

Should the program wish to apply for the AUPHA certification in the future, the alignment of the curriculum to the Association’s guidelines will increase the likelihood of positive outcome. Programs cannot apply for AUPHA certification until the first cohort of students has graduated (which is estimated to be 2024).

9. *Will articulation agreements be developed for the proposed program? With whom?*

No new articulation agreements are planned with programs at community colleges or other four-year institutions. However, we will continue to honor any course level articulation agreements with community colleges that are in place at Iowa State University. In addition, if a student from a community college or other four-year institution wants to transfer to Iowa State University and major in HCM, they are welcome to do so.

10. *Will there be opportunities for student internships?*

Experiential learning is a required part of this degree. One option for students to achieve experiential credits will be through a healthcare management internship. Appendix C provides a more detailed explanation of the experiential part of the HCM curriculum.

11. *Describe the faculty, facilities, and equipment that will be required for the proposed program.*

See response to 1h.

12. *From where will the financial resources for the proposed program come (list all that apply, e.g., department reallocation, college reallocation, grants, new to the university)?*

Iowa State University utilizes a decentralized financial management model for the development of its annual operating budgets. The Resource Management Model (RMM), is a responsibility-centered and incentive-driven approach to financial planning and management. The model supports departments and colleges in making budgetary decisions that enhance student success (e.g., retention), innovate by meeting market demands from students and employers for degree programs of the future, and discontinue legacy curricula which are either not aligned with industry/employer needs or for which student demand is low. Through the RMM, 25% of net tuition revenue is allocated to academic colleges based on a student's choice of major, and 75% is allocated to academic colleges based on teaching (as measured by student credit hours). Through the infrastructure of Iowa State's budget model, then, financial resources follow students and are allocated based on majors and teaching that is conducted. Tuition revenue will include both base tuition and applicable differential rates. The proposed degree program will be funded through this existing, proven financial model, and is expected to be fully self-sustaining over time. In addition to the budget model as described, financial resources may also come from internal reallocations made within the college during the program's startup phase. The level of reallocation will depend, in part, on the numbers of new students attracted to the proposed program, and the number of existing students who choose the proposed program over another program, based on standard and differential tuition rates. The proposed program will not be dependent on grants, contracts, gifts, central university resources, or reallocations between academic colleges.

In short, the financial resources for the program will come almost entirely from student tuition, and the program is projected to be self-sustaining. The tuition revenues shown in Table 3 are based on the projected number of students in the program as previously calculated in Table 2 and are based on both the standard tuition rate for freshman and sophomores and the differential tuition rate for juniors and seniors that the Ivy College of Business receives through the resource management model in place at Iowa State University. The model assumes that all students are new to the university. The tuition rates are also increased by 2% each year to account for tuition rate increases needed to keep pace with the rate of inflation. The tuition figures only include estimates of major and differential tuition that the Ivy College of Business might receive. We cannot estimate the incremental amount of Student Credit Hour (SCH) tuition the college will receive as it will depend on the college's share of the total number of SCHs offered at Iowa State every semester.

Table 3. Projected Tuition Revenue

SOURCES	Projected Enrollment	TOTAL AMOUNT
Year 1 Tuition	48	513,015
Year 2 Tuition	95	1,046,551
Year 3 Tuition	143	1,601,223
Year 4 Tuition	191	2,177,663
Year 5 Tuition	238	2,776,520
Year 6 Tuition	286	3,398,461
Year 7 Tuition	334	4,044,168

13. *Estimate the total costs/total new costs (incremental increases in expenditures) that will be necessary for the next seven years as a result of the new program. Be as specific as possible.*

The department already has two full-time faculty in-place to begin offering the program. There are faculty from other departments within Ivy who are available to teach specific courses, and the remaining few courses can be covered by hiring an instructor to teach a specific course (at the cost of approximately \$5000 per course). Through the budget model described above, tuition revenue associated with student credit hour production will support the cost of teaching classes for this program and any marginal costs for equipment or marketing. This program will not require investments in fixed expenses such as facility renovations, information technology software, or licenses. We do not anticipate the need to expand career coordinator staffing with the addition of this new major.

14. *Describe the marketing plan developed to communicate the new program and recruit students.*

The Office of Admissions and the Ivy Undergraduate Recruiting Office will incorporate this new program into the overall marketing strategy for undergraduate student recruitment. The program will be included in print materials, websites, and other marketing strategies to attract students from within the state, from across the country and globally. The program will also be included in the appropriate college and departmental recruiting materials, websites, and outreach programs.

15. *Describe the program evaluation plan to determine if the program is meeting the intended objectives, if the expected student enrollment has occurred, funding for the program, and any other components that affect the effective operation of the program.*

This program will be incorporated into the university's normal academic review process. That review process assesses whether the program is achieving its mission, providing high quality academic experiences, and fulfilling the enrollment and success metrics identified for the program. Specifically, student recruitment and enrollment will be monitored by our Associate Dean for Academic Programs to ensure enrollment objectives are being met. Assessment of learning outcomes will be monitored to ensure students are meeting the desired learning objectives and for continual improvement of the program. Student internships and student placement will be monitored to evaluate the success of the program with respect to job placement.

16. *Include any additional information that justifies the development of this program.*

We provide external benchmarking (Appendix D) for major credit hours. The study indicates that comparable programs housed in AACSB business schools consist of 21 to 45 credit hours with an average of 28 and a median of 25 credits. The program identified by CyBIZ team as a "model program" housed in the Beacom School of Business, University of South Dakota requires 24 credit hours including a required internship.

APPENDIX A

HCM MAJOR CURRICULUM

The HCM major will have 24 credits of major coursework (structure of the major and course descriptions included below). These courses target three general categories of **learning objectives**:

- **Foundational knowledge of the healthcare management field** (insurance, current healthcare policy, policy development, economics of health and healthcare, patient safety, quality management, financing, payor mixture, healthcare-specific laws and regulations, and information systems as they relate to healthcare data)
- **Comprehensive business skills** (decision-making skills, relationship management skills, data interpretation and analytic skills, managerial professionalism, teamwork and collaboration skills related to various actors in healthcare including practitioners, leadership skills, and strategy skills)
- **Experiential learning** (hands-on learning in a healthcare setting, application of HCM curriculum to real world experiences)

Required Courses (students would take all seven):

1. Introduction to the U.S. Healthcare Industry (HCM 301)
2. Economics for Healthcare Managers (HCM 302)
3. Healthcare Quality Management (HCM 303, cross-listed as SCM 303)
4. Financial Management for Healthcare Organizations (*new class*, HCM 401; cross-listed as ACCT 401)
5. Law and Regulatory Environment in Healthcare (*new class*, HCM 402)
6. Healthcare Information Systems (*new class*, HCM 403; cross-listed as MIS 403)
7. Experiential Learning (choose one):
 - a) Internship (*new class*, HCM 391)
 - b) Cooperative Education (*new class*, HCM 398, “R” credit)*
 - c) Independent Study (*new class*, HCM 490)

Elective Courses (students would choose one from the list; *if HCM 398 is taken, choose two):

1. Introduction to Human Resources Management (MGMT 471)
2. Conflict and Negotiations (MGMT 422)
3. Management of Diversity (MGMT 472)
4. Social Entrepreneurship (ENTSP 410)
5. Services Marketing (MKT 351)
6. Environments for the Aging (GERON 463)
7. Public Health and Community (HS 310)
8. Global Health Disparities (GLOBE 330X)
9. Health Psychology (PSYCH 485)

We anticipate some fluidity in this list of electives over time.

Course Descriptions:

1. **Introduction to the U.S. Healthcare Industry (HCM 301):** This course is an overview of the US healthcare delivery system for healthcare managers. It includes study of the theoretical basis for the system, its history and development, the resources that comprise it, as well as its overall planning,

organization, management, evaluation, quality, professions, and its major health policy issues. This course examines procedures of how healthcare policy is developed at the federal and state levels, considers the influence of all constituencies in policy formation, and compares existing policy and policy formation in other countries to the U.S. This course explores how the healthcare policy environment affects the work of healthcare managers. Credits: 3

2. **Economics for Healthcare Managers (HCM 302):** Explores the economic influences and underpinnings of the healthcare delivery system. Examines the importance of economics in health care decisions, both demand and supply-side factors, and how third-party payers and public policy influence consumption and production of healthcare. The course also introduces evaluation of clinical outcomes using cost-effectiveness and other decision-analysis tools. Other topics include asymmetry of information, comparative healthcare systems, and healthcare policy. Credits: 3
3. **Healthcare Quality Management (HCM 303/SCM 303):** Addresses the manager's role in improving healthcare quality and outcomes, including clinical and organizational improvement, and quality improvement practices. Explores how healthcare delivery systems can better measure outcomes from both patient and organizational perspectives. Analyzes quality improvement programs and examines their adaptability to the healthcare environment. Credits: 3
4. **Financial Management for Healthcare Organizations (HCM 401/ACCT 401):** This course is designed for healthcare managers to become familiar with the current system of financing health care and the factors affecting it. This course explores and analyzes budgetary concepts, financial management, cost accounting and management under rate control and competition, as well as the differences between healthcare and other industries. Furthermore, this course examines the pros and cons of a single payer system from the perspective of financing and paying for health care. Credits: 3
5. **Law and Regulatory Environment in Healthcare (HCM 402):** Provides an in-depth look at the legal and regulatory environment of healthcare management and practice. Explores aspects of employer-employee relations in the health care setting and legal ramifications of patient treatment and medical records. Discusses the importance of healthcare managers being familiar with the laws and regulations of healthcare. Included may be considerations of governmental, accreditation, and professional associations' oversight. Credits: 3
6. **Healthcare Information Systems (HCM 403/MIS 403):** Explores the critical role information technologies and systems play in healthcare organizations. The focus is on evaluating and implementing software and IT systems that facilitate delivery of health care; understanding information technology governance, data privacy, and security; planning and project management; and tracking future developments of information technology in healthcare management. The course introduces Electronic Health Records (EHR) and other Management and Financial Information System applications used by healthcare organizations. Credits: 3
7. **Experiential Learning:**
 - a) **Internship in Healthcare Management (HCM 391):** The internship is an integrative experience in a healthcare setting that allows students to apply the skills and knowledge obtained through their academic preparation in healthcare management. The internship consists of a minimum of 120 contact hours. Students are required to submit written and/or oral reports to the instructor of record on the internship experience as it relates to the healthcare management curriculum. Students may be responsible for facility-specific fees associated with completion of organizational requirements, such as training and immunization. Credits: 3

- b) **Cooperative Education (HCM 398):** Students who wish to remain enrolled in Iowa State and work full time in a healthcare management position can complete the Cooperative Education course. The cooperative education experience in a healthcare setting that allows students to apply the skills and knowledge obtained through their academic preparation in healthcare management. Students are required to submit written and/or oral reports to the instructor of record on the internship experience as it relates to the healthcare management curriculum. Students may be responsible for facility-specific fees associated with completion of organizational requirements, such as training and immunization. Credits: R
- c) **Independent Study (MGMT 490):** Students may accumulate knowledge of practices informing the discharge of healthcare management duties via an independent research effort. Students will be expected to independently identify a focus area of healthcare management for further study and complete a comprehensive review of the relevant academic literature. On the basis of those findings, students will propose and execute a research study that addresses a meaningful gap in knowledge with practical applications. Successfully completing this activity will require extensive data collection (including integration with the University's Institutional Review Board), analysis and synthesis. The culmination of these efforts will be a formal research manuscript (minimum 30 pages, exclusive of references, tables and figures) and an oral presentation to faculty and peers detailing the outcomes of the student's investigation as it pertains to informing HCM practices. Students will be evaluated on the rigor, relevance, and intellectual contribution of their efforts. Students will work under the supervision of a HCM faculty member but will be expected to demonstrate independence in the fulfillment of the requirements of this course. Credits: 3
-

1. **Introduction to Human Resources Management (MGMT 471):** Survey course offering an overview of HRM functional areas such as strategic HRM, legal issues, recruitment, selection, compensation, training and development, and performance management. This course also offers an introduction to foundational professional skills (e.g., relationship management, teamwork and collaboration, leadership) and data-driven decision-making skills.
2. **Conflict and Negotiations (MGMT 422):** This course addresses theory, practice, and problems of negotiation faced by managers and employees in a variety of organizational settings. Emphasis is on understanding the behavior of individuals, groups and organizations in the context of competitive situations and building skills in these areas.
3. **Management of Diversity (MGMT 472):** One of the most crucial problems in organizations today is the management of diversity. Attempts to define the difference between equal employment opportunity/affirmative action, which has a legal basis, and diversity which has an educational basis. Organized around the concepts of: (1) cultural diversity and cultural unity; (2) development of skills and tools to manage diversity; and (3) structure of diversity development programs in organizations.
4. **Social Entrepreneurship (ENTSP 410):** Introduction to issues related to the role of social entrepreneurship in helping to solve social problems, including innovation, opportunity recognition, planning and the launch of new non-profit organizations.
5. **Services Marketing (MKT 351):** In-depth appreciation and understanding of the unique challenges

inherent in creating, managing, and delivering quality services. Students will be introduced to and have the opportunity to work with concepts, tools, and strategies that address these challenges.

6. **Environments for the Aging (GERON 463):** Emphasis on independent living within residential settings including specialized shelter, supportive services and housing management. Application of criteria appropriate for accessibility and functional performance of activities; universal design principles. Creative project provides service-learning opportunities. (on-line course offering via Distance Education).
7. **Public Health and Community (HS 310):** Introduction to community health problems, programs of prevention, environmental health agencies, and health services. Study of local, state, and national community health agencies, their purposes and functions.
8. **Global Health Disparities (GLOBE 330X):** Historical and contemporary factors contributing to disparities in health outcomes for persons disadvantaged by income, location, ethnicity, sexual orientation, and abilities. Analysis and evaluation of health promotional materials, such as campaigns, and community-based interventions focused on reducing global health disparities.
9. **Health Psychology (PSYCH 485):** Application of psychological theory and research methods to issues in physical health. Psychological factors in illness prevention, health maintenance, treatment of illness, recovery from injury and illness, and adjustment to chronic illness.

SAMPLE 4-YEAR PLAN

A sample 4-year plan to complete the degree is presented in Table A below. The HCM major includes 122 credits, including 8 credits of “free” electives.

HEALTHCARE MANAGEMENT MAJOR - SAMPLE 4 Year Plan							
FALL				SPRING			
COURSE	TITLE	PRE-REQ	CR	COURSE	TITLE	PRE-REQ	CR
FRESHMAN							
BUSAD 102/103	Orientation/Business Learning Team		1	ECON 102	Principles of Macroeconomics		3
ECON 101	Principles of Microeconomics		3	STAT 226	Introduction to Business Statistics 1	MATH 150	3
COM S 113	Intro to Spreadsheets and Databases		3	HUM/SOCIAL SCI	Select from the Approved List		3
ENGL 150	Critical Thinking and Communication		3	ACCT 284	Financial Accounting	Not Sem 1 Fr	3
MATH 150	Discrete Math for Business	ALEKS 39	3	INT/GLOBAL	Select from the Approved List		3
LIB 160	Information Literacy		1	BUSAD 203	Business Careers/Employment Prep	BUSAD 102/103	1
TOTAL			14	TOTAL	(Apply to Professional Program)		16
SOPHOMORE							
ACCT 285 (CORE)	Managerial Accounting	ACCT 284	3	SP CM 212	Fundamentals of Public Speaking		3
MKT 340 (CORE)	Principles of Marketing	CR/EN ECON 101	3	ACCT 215	Legal Environment of Business	Sophomore	3
MATH 151	Calculus for Business		3	PHIL 230	Moral Theory and Practice		3
ENGL 250	Written, Oral, Visual & Electronic Comp	ENGL 150, CR/EN LIB 160	3	MGMT 371 (CORE)	Organizational Behavior	Sophomore	3
NATURAL SCIENCE	Select from Approved List		3	MGMT/ENTSP 310 (CORE)	Entrepreneurship and Innovation	Sophomore	3
TOTAL			15	TOTAL			15
JUNIOR							
ENGL 302	Business Communication	Jr, ENGL 250	3	HCM/SCM 303	Healthcare Quality Management	SCM 301, CR/EN HCM 301	3
FIN 301 (CORE)	Principles of Finance	ACCT 284, ECON 101, STAT 226	3	HCM/ACCT 401	Financial Management for Healthcare Organizations	FIN 301, CR/EN HCM 301	3
SCM 301 (CORE)	Supply Chain Management	ECON 101, STAT 226	3	MIS 301 (CORE)	Management Information Systems	COM S 113	3
HCM 301	Introduction to US Healthcare Industry	Sophomore	3	MGMT 372 (CORE)	Responsible Management and Leadership in Business	PHIL 230	3
HCM 302	Economics for Healthcare Managers	ECON 101, ECON 102	3	US DIVERSITY	Select from Approved List		3
TOTAL			15	TOTAL			15
SENIOR							
HUM/SOCIAL SCI	Select from the Approved List		3	MGMT 478 (CORE)	Strategic Management	Sr, Core Done	3
GLOBAL	Select from the Approved List		3	HUM/SOCIAL SCI	Select from the Approved List		3
HCM 402	Law and Regulatory Environment in Healthcare	ACCT 215, CR/EN HCM 301	3	HCM/MIS 403	Healthcare Information Systems	MIS 301, CR/EN HCM 301	3
HCM 391	Internship in Healthcare Management	12 credits HCM, "C-" or better in all HCM	3	HCM ELECTIVE	Select from the Approved List		3
ELECTIVE			3	ELECTIVE			5
TOTAL			15	TOTAL			17

A Note on Choice of Electives:

The proposed HCM core courses are aligned with the AUPHA curriculum guidelines. The “choose one” elective in our proposed structure offers students the chance to study several business-related topics in greater detail as well as supplemental healthcare-related topics that are recommended by industry leaders.

One recommendation from industry leaders is that healthcare management graduates should be able to operate in both the business and healthcare worlds.

- *“They need a broad background. Ideally, they could have some type of clinical experience [where] they are getting into healthcare so that they can really understand what it is like to be a front-line worker. Additionally, if there is business experience that could also help. To be in a [healthcare] management role you really have to be able to bring it all together. With the broader background you can have the better chance of success.” - Deanna Triplette, Executive Officer of the Iowa Department of Public Health*

In the above quote, Deanna Triplette mentions the benefits of having both clinical and business experience, a comment that is reflected in quotes from other leaders. Our proposed program certainly addresses the business side. Given the input from industry leaders, it is important to provide students with opportunities to learn about the “clinical” side. We cannot offer these courses in Ivy because it would be inappropriate for us to do so. We cannot offer a full clinical experience, as recommended in the above quote, given the rigors of the Ivy curriculum. We can, at minimum, have students take a three-credit course outside of Ivy in departments such as Kinesiology (Community and Public Health) and Gerontology (Environments for the Aging).

A second recommendation from industry leaders is that it is important for students to graduate with communication skills and knowledge about Human Resources.

- *“I think psychology and/or social services classes would be helpful, along with classes on Human Resources.” Amber Roberts, The Waterford at Ames (Senior Living Facility)*
- *“I think [healthcare managers] have to be superb communicators. You're going to have to communicate with...people who are making \$12 an hour and people who have gotten advanced degrees – PhDs, MDs.” - Brian Dieter, CEO of Mary Greeley Hospital*

Thus, we have included the following courses as possible “choose one” electives: Introduction to Human Resources Management, Management of Diversity, and Conflict and Negotiation.

APPENDIX B

HCM COLLEGE ENROLLMENT WEIGHT BENCHMARKING

The table below shows predicted enrollment as a percent of college enrollment in other HCM programs. Based on the average of that percent enrollment, Ivy College of Business could see up to **7.75%** of its students enroll in the HCM Program.

Table B. HCM College Enrollment Weight Benchmarking

Panel A: Weights Calculated with Actual Enrollment Data					
	University Enrollment	College Enrollment	Weight of College	HCM Enrollment	HCM Weight in College
Southeast Missouri State University*	9,542	1,657	0.1737	106	0.0640
Winthrop University*	5,687	1,090	0.1917	71	0.0651
University of South Dakota*	9,459	1,135	0.1200	48	0.0423
Florida Atlantic University*	30,377	8,886	0.2925	443	0.0499
Marshall University	9,415	939	0.0997	91	0.0969
Panel B: Weights Calculated by Degrees Awarded					
	University Enrollment	Business Degrees Awarded		HCM Degrees Awarded	HCM Weight in College
Idaho State University*	12,425	234		32	0.1368
Stonehill College*	2,498	139		23	0.1655
University of New Orleans	7,964	310		19	0.0613
University of Miami*	17,003	545		9	0.0165
Average Weight					0.0775

*The HCM programs above are at least 7 years old.

Note on methodology: actual enrollment data was obtained from Southeast Missouri State University, Winthrop University, University of South Dakota, Florida Atlantic University, and Marshall University. Enrollment numbers were calculated using an indirect method for Idaho State University, Stonehill College, University of New Orleans, and the University of Miami. Data for the calculations were obtained from the National Center for Education Statistics. College weights for the indirect method were calculated from the number of degrees conferred in Healthcare Management as a percentage of the total number of business degrees conferred. We present this table in two panels because of the difference in the methodology.

A Note on the Selection of Schools for Benchmarking:

The programs included in the benchmarking study are those AUPHA healthcare management/administration programs in AACSB-accredited business schools.

Consideration 1: College where a degree is housed.

Healthcare management/administration programs are often housed outside of business schools (for example, they can be housed in colleges of public health, health and human sciences, medical schools, pharmacy schools, etc.).

Several ISU peer land grant institutions offer degrees in healthcare management/administration, but they were not offered through the colleges of business. Programs housed outside of colleges of business typically devote a much larger portion of the curriculum to specific courses in healthcare management/administration.

Case in Point: Penn State, ISU Peer Land Grant University, fully AUPHA certified, but would not provide a meaningful comparison since the university offers BS in Health Policy and Administration (HPA) in the College of Health and Human Development. The degree includes 39 credit hours in the major out of 120. There is no comparable degree in the college of business. Therefore, Penn State was excluded.

Consideration 2: AACSB

We include only AACSB-accredited business schools since the curriculum is similarly structured and these schools operate under the same accreditation guidelines.

Several well-known business schools offer degrees in healthcare management/administration, but not all are AACSB accredited. Programs housed in non-AACSB business schools also tend to allow for a larger number of credit hours in curriculum for specific courses in healthcare management/administration.

Case in point: Southern New Hampshire University (SNHU) offers BS Healthcare Administration degree as part of their business programming. The degree is developed to align with the curriculum principles established by the Association of University Programs in Health Administration (AUPHA). The degree includes 54 credit hours in the major out of 120. However, business programs at SNHU are not accredited by AACSB and therefore not subject to the same standards. Specifically, SNHU business programs are accredited by Accreditation Council for Business Schools and Programs (ACBSP). In addition, the Health Information Management of SNHU is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

Consideration 3: AUPHA

Since we aspire to have the HCM program eventually certified by the AUPHA, we sampled relevant peer institutions – those that are AUPHA fully certified or associate members.

APPENDIX C

EXPERIENTIAL LEARNING IN HEALTHCARE MANAGEMENT

Experiential opportunities are an important part of this degree. Students can fulfill the experiential requirement in one of the following ways:

- Internships in healthcare management
- Cooperative education
- Independent study

A healthcare management internship or cooperative educational experience (co-op) is strongly encouraged for all healthcare management majors.

The best mix of experiential opportunities should be a function of the student's interests, experience, plans, and prior coursework. A faculty member will be assigned as "coordinator" for this experiential component (as part of their formal teaching load) to help students select among and supervise participation in these experiential credits as well as to ensure integration and complementarity with the academic and classroom parts of this program.

Healthcare cooperative education/internship programs combine classroom studies with supervised work experiences. Students are employed by an industry business or government organization in a position related to their major field of study. Positions may be located anywhere in the world. Cooperative education/internships provide practical work experience in the field and let students apply the theory they have learned in class to real-world projects. Internships and co-ops are also great opportunities for students to get their foot in the door at companies they may want to work for after college.

Co-ops and internships are important because they offer great learning and professional development opportunities, and they lead to increased employment opportunities upon graduation. Participation in the experiential education program is a way to gain real-world work experience. Employers want to see experiential work experience on resumes (for some it is a requirement) and companies regularly use their internship programs as pipelines for hiring full-time employees.

1. Internship:

The internship is an integrative experience in a healthcare setting that allows students to apply the skills and knowledge obtained through their academic preparation in healthcare management. Students will complete a minimum of 120 contact hours for the internship and cooperative educational experience. Students enrolled in either the internship or co-op will be expected to report back to the instructor of record. The reporting system will be academic, designed to connect the HCM curriculum to their experience.

Contact Hours to Credit Hours Conversion Ratio:

The internship option will be three credit hours. Iowa State University uses Credit Hours, as defined by federal regulations included below, to represent the hours of student effort to academic credit hours for various instruction types, as shown below:

Table C: Federal Standards for Awarding Credit Hours per Student Effort

Instruction Type	Typical minimum Student Effort Per Credit Hour		
	Face-to-Face (FF)	Hybrid (HYB)	Online (WWW)
Supervised Experience (EXP) Supervised experience in an area of specialization that may be conducted either on or off campus with the student making periodic reports to the instructor. Includes practicum, internship, student teaching, and cooperative work experience.	Supervised experiences expectations vary across disciplines and types of experiences. A minimum 40 hours (2,400 minutes) of student effort is expected per credit. However, the range of student effort per credit varies from 40 hours to 80 hours (2,400-4,800 minutes), with the typical experience being 64 hours (2,560 minutes) of effort per credit.	Supervised experiences expectations vary across disciplines and types of experiences. A minimum 40 hours (2,400 minutes) of student effort is expected per credit. However, the range of student effort per credit varies from 40 hours to 80 hours (2,400-4,800 minutes), with the typical experience being 64 hours (2,560 minutes) of effort per credit.	Supervised experiences expectations vary across disciplines and types of experiences. A minimum 40 hours (2,400 minutes) of student effort is expected per credit. However, the range of student effort per credit varies from 40 hours to 80 hours (2,400-4,800 minutes), with the typical experience being 64 hours (2,560 minutes) of effort per credit.

Currently, Ivy College of Business does not specify the minimum number of effort hours per credit hour to be used for internships. Other ISU entities use the following conversion ratios to award credit hours for their respective required internships:

- ISU College of Liberal Arts and Sciences: awards 1 credit hour for every **80 hours of effort**.
- ISU Department of Kinesiology: awards 1 credit hour for every **40 hours of effort**.

For healthcare management internships, the proposed award of 3 credit hours for 120 contract hours is based on the 40 hours of effort per 1 credit hour conversion ratio.

Academic Component:

Student learning will be guided by set learning objectives that are consistent with the goals and objectives of the program and healthcare management curriculum. The internship will combine supervised work experience with a structured academic learning plan for which a student receives academic credit, consistent with the ISU provost office guidelines.

Internship Site Selection Process:

A process for internship site selection and student matching will be established through a coordinated effort of Ivy Career Services and healthcare management faculty. The Ivy Career Services will initiate the contact and facilitate creation of affiliation agreements between the program and healthcare facilities, which may include but are not limited to hospitals, health clinics and medical offices, Department of Public Health, Veterans Administration health care

system, and health insurance companies' offices. Kathryn Wieland, the Director of Business Career Services, will serve as a designated internship liaison. Pre-internship and internship manuals will be developed and used for student orientation to begin in junior year. The process of matching the students with facilities will not be different from the current process established by the Ivy Career Services which emphasizes the need for student to secure an internship in the same professional manner one would obtain professional employment.

Responsibilities of Faculty:

Consistent with the certification guidelines, students will be required to report back to faculty upon internship completion. A faculty member will be assigned as "coordinator" for the internship (as part of their formal teaching load) to broadly supervise internships, including internship selection, student participation and assignments, and integration with the academic curriculum. A process for student evaluation and reporting back to faculty will be established (which may include oral presentations, portfolios of work, and/or reflective papers, etc.). In addition, faculty will be making site visits at least once per internship for the purposes of evaluation of student learning.

Responsibilities of Healthcare Organizations:

The organization will designate an individual to serve at the Student Intern's "Site Preceptor." This individual must have a health administration/education-related degree or extensive experience in health administration to serve as the preceptor. The preceptor, faculty coordinator, and Career Services office member will agree on student learning objectives for the internship.

Responsibilities of Students:

The student intern shall consider him/herself a member of the organization, and therefore, subject to all rules and regulations which govern employees, interns, volunteers and others associated with the organization. The student shall follow the structured learning plan developed by the healthcare management faculty, preceptor, and Career Services and complete assignments. Students will be responsible for reporting back to faculty as outlined above.

Compensation:

There is no assumption on the part of the Healthcare Management faculty that student interns will be compensated for their internship. The primary purpose of the internship is to give a student relevant experience in the healthcare management field. Compensation during the internship experience is certainly a bonus. According to the Ivy Career Services Office, 100% of current Ivy students with internships have paid internships. In addition, due to market forces, the healthcare industry trend is to offer paid internships.

2. Cooperative learning:

In this experiential component, students do not pay any tuition or fees, and the employer pays the student for his/her work. An internship is generally a professional summer work experience, while a co-op is a professional work experience during a semester.

Students enrolled in the co-op will receive "R" credit, as is standard practice in the College. Academic component, site selection process, faculty responsibility, student responsibility are the same as for the internships and described above.

3. Independent Study:

Students may request an independent study (consistent with established practices in the College) to fulfill the required experiential component of the HCM major. Students will be expected to independently identify a focus area of healthcare management for further study and complete a comprehensive review of the relevant academic literature. On the basis of those findings, students will propose and execute a research study that addresses a meaningful gap in knowledge with practical applications. Successfully completing this activity will require extensive data collection (including integration with the University's Institutional Review Board), analysis and synthesis. The culmination of these efforts will be a formal research manuscript (minimum 30 pages, exclusive of references, tables and figures) and an oral presentation to faculty and peers detailing the outcomes of the student's investigation as it pertains to informing HCM practices. Students will be evaluated on the rigor, relevance, and intellectual contribution of their efforts. Students will work under the supervision of a HCM faculty member but will be expected to demonstrate independence in the fulfillment of the requirements of this course.

APPENDIX D

EXTERNAL BENCHMARKING

Major Credit Hours, Internship Contact and Credit Hours

Table D. Major Credit Hours, Internship Contact and Credit Hours

School Name	College Name	Degree Name	Major credit hours including internship	Degree Total Credit Hours	Internship Contact Hours	Internship Credit hours
University of South Dakota *	Beacom School of Business	BBA Health Services Administration	24	120	120-280	3
Winthrop University	College of Business	BSBA Healthcare Management	21	120	400	3
Stonehill College	Meehan School of Business	BA Healthcare Administration	45	124	400	3
University of Miami	Miami Herbert Business School	BBA, BSBA Health Management and Policy	21	120	n/a	n/a
Idaho State University	College of Business	BS Healthcare Administration	28	120	120	4
Florida Atlantic	College of Business	BHS Health Administration	33	120	144	6
Marshall University	Lewis College of Business	BBA Healthcare Management	25	120	200 +	4
University of New Orleans	College of Business Administration	BS Healthcare Management	34	120	150+	3
Southeast Missouri State University**	Harrison College of Business and Computing	BS Healthcare Management BSBA Healthcare Administration	24	120	150	3
<i>Range</i>			<i>21-45</i>		<i>120-400</i>	<i>3-6</i>
<i>Average</i>			<i>28.833</i>		<i>n/a</i>	<i>3.2</i>
<i>Median</i>			<i>25</i>		<i>n/a</i>	<i>3</i>

Inclusion Criteria: Healthcare Management/Administration AUPHA programs housed in AACSB-accredited business schools.

*CyBIZ-identified Model Program. **Aspires or in pursuit of AUPHA certification.

APPENDIX E
VOTING RECORD

Table E. Healthcare Management Major Voting Record

Voting Body	Votes			Date of Vote
	For	Against	Abstain	
Department of Management and Entrepreneurship Curriculum Committee	7	0	0	3/11/2021
Department of Management & Entrepreneurship	28	0	0	3/26/2021
The Ivy College of Business College Curriculum Committee	5	0	0	4/05/2021
The Ivy College of Business Faculty	79	9	0	4/30/2021
Faculty Senate Curriculum Committee				
The Faculty Senate Academic Affairs Council				
The Faculty Senate				

APPENDIX F

ENTRY-LEVEL JOBS IN HEALTHCARE MANAGEMENT

Education and experience requirements vary depending on the size and complexity of the healthcare organization. For example, smaller physician practices and hospitals will frequently hire persons with a bachelor's degree in healthcare management/healthcare administration for an administrative role, whereas large physician practices and hospital systems typically require a master's degree in healthcare administration.

Students graduating with a BS in Healthcare Management could find employment in the following settings:

- Hospitals
- Physician practices and clinics
- Long-term care facilities
- Health insurance organizations
- Public health organizations
- Healthcare consulting firms
- Pharmaceutical and biotechnology firms/medical equipment
- Federal, state, and local government healthcare organizations
- International health agencies
- Mental health organizations
- Health charities and foundations
- Group homes

Healthcare managers spend time budgeting, planning, and scheduling, but the majority of their work includes overseeing employees and strategizing about how to more smoothly operate all components of a healthcare organization, whether a hospital, nursing home, long-term care facility, or doctor's office.

Below is the list of sample jobs for which bachelor's degree in healthcare management or equivalent is identified as a minimum expectation for entry. In addition to a bachelor's degree, experience in the healthcare industry and industry credentials are highly preferred.

Hospital Careers:

- Clinical Department Manager
- Director of Emergency Services
- Director of Food and Nutrition Services
- Director of Grants and Contracts
- Director of Human Resource
- Director of Marketing
- Director of Materials Management
- Director of Medical Records

- Director of Patient Accounts
- Director of Physician Relations
- Director of Social Services
- Medical Staff Coordinator
- Volunteer Services Coordinator
- Community Resource Advisor/Options Counselor
- Director of Development

Physician Practice Management Careers:

- Office Manager
- Administrator
- Director of Utilization and Case Management
- Director of Clinical Operations
- Director of Finance
- Human Resource Specialist
- Quality/Risk Management Director

Long-Term Care Careers:

- Administrator
- Director of Nursing
- Home Healthcare Agency Director
- Marketing Specialist

Commercial Health Insurance Careers:

- Claims Representative
- Group Enrollment Representative
- Provider Contractor
- Risk Manager

Public Health Organizations Careers:

- County Health Department Administrator
- County/Regional Emergency Management Coordinator
- Veterans Administration Health Systems Specialist
- Veterans Administration Health Systems Administrator (GS-5 positions)

Careers with Healthcare Consulting Companies:

- Business Solutions Advisor
- Health Analytics Consultant
- Healthcare Consultant
- Research Analyst

Pharmaceutical and Biotechnology Firms/Medical Equipment:

- Account Manager
- Sales Representative
- Manager, Quality Control

- Compliance Specialist

Federal, State, and Local Government Healthcare Organizations:

- Data Analyst
- Health Program Director
- Local Health Department Consultant
- Public Health Analyst
- Army National Guard Units, Health System Specialist/Administrator
- Federal Bureau of Prisons, Health System Specialist/Administrator

International Health:

- Healthcare Program Officer
- Healthcare Project Coordinator
- Global Services Quality Manager
- Emergency Health Operations Manager

Mental Health Organizations:

- Office Manager
- Clinic Administrator
- Billing Account Specialist
- Inventory Coordinator

Health Charities and Foundations:

- Operations Manager
- Volunteer Manager
- Marketing Coordinator
- Donor Relations Manager

Group Homes:

- Assistant Director
- Community Relations Manager
- Residential Director

As in many other organizations, progressive levels of responsibility require progressive levels of experience and completion of an advanced degree. In healthcare, an MBA/Master of Health Administration (MHA)/Master of Science degree in addition to at least 10 years of experience is desirable for upper-level management positions.

REFERENCES:

- AACSB International. (2020). 2020 Guiding Principles and Standards for Business Accreditation. Accessed 17 MAR 2021. <https://www.aacsb.edu/accreditation/standards/business>
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- AUPHA (2010). Program Director Resource Manual Version 2.0. AUPHA.
- Benson, K. J., & Thompson, J. M. (2014). Charting a course to become AUPHA certified: What every undergraduate healthcare management program should know. *The Journal of Health Administration Education*, 31(1), 75.
- HealthAdministrationDegrees.com. (2010-2021). "Bachelors in Health Administration." Published 16 NOV 2020. Accessed 17 MAR 2021. <https://www.healthadministrationdegrees.com/programs/bachelors-in-health-administration/>
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Tippie College of Business

Office of the Dean

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April 23, 2021

Dean David Spalding
Ivy College of Business
Iowa State University
2200 Gerdin Business Building
2167 Union Drive
Ames, IA 50011

Dear Dean Spalding,

I am writing to offer our support for the Ivy College's proposed Healthcare Management major within the Department of Management and Entrepreneurship. I believe that students would benefit from the new proposed program. We wish you all the best with this new offering.

Sincerely,

Amy Kristof-Brown, Ph.D.
Henry B. Tippie Dean

April 15, 2021

Dean David Spalding
2300 Gerdin Business Building
Iowa State University
Ames, IA 50011

Dear David,

I am pleased to provide a letter of support for your proposed Healthcare Management major in the Department of Management and Entrepreneurship. This major will fill an important need in the healthcare industry. Designating three of your required courses to have sections specifically focusing on healthcare management is a great use of resources.

Sincerely,



Leslie K. Wilson

Academic Program Approval Voting Record

This document is to be appended as the last page of the proposal for any new or revised academic program to record the successive votes of approval as the proposal moves through its required review and approval steps. Consult Faculty Handbook Section 10.8 or the Faculty Senate Curriculum Committee website for information regarding Committee review and voting requirements for each action.

Curricular Action: (check appropriate boxes below)

1. New Program Name Change Discontinuation Concurrent Degree for:
2. Undergraduate Major Graduate Major Undergraduate Minor Graduate Minor
 Undergraduate Certificate Graduate Certificate Other: _____
3. Name of Proposed Change: _B.S. in Healthcare Management
4. Name of Contact Person: Dr. Deidra Schleicher e-mail address: deidra@iastate.edu
5. Primary College: Ivy College of Business Secondary College: n/a
6. Involved Department(s): Management and Entrepreneurship

Voting record for this curricular action:

Voting Body	Votes			Date of Vote
	For	Against	Abstain	
Dept. or Program Committee				
Department of Management and Entrepreneurship Curriculum Committee	7	0	0	3/11/2021
Department of Management & Entrepreneurship faculty	28	0	0	3/26/2021
College Curriculum Committee				
The Ivy College of Business College Curriculum Committee	5	0	0	4/5/2021
College Approval Vote				
The Ivy College of Business Faculty	79	9	0	4/30/2021
Graduate Council				
Faculty Senate Curriculum Committee	5	0	0	9/15/2021
Faculty Senate Academic Affairs Council	11	0	0	9/22/2021
Faculty Senate				