

April 6, 2006

A. Lorris Betz
Senior Vice President for Health Sciences
5th Floor, Moran Building

David W. Pershing
Senior Vice President for Academic Affairs
205 Park Building

RE: Proposal to Create a Master of Healthcare Administration Degree and
Three Associated Joint Degrees

Dear Vice Presidents Betz and Pershing:

At its meeting of March 27, 2006, the Graduate Council voted to approve a proposal to create a Master of Healthcare Administration (MHA) degree, as well as three associated joint degrees (Master of Business Administration/MHA, Master of Public Administration/MHA and Master of Public Health/MHA).

The proposed MHA degree is an interdisciplinary program co-sponsored by the David Eccles School of Business, the School of Medicine, the College of Social and Behavioral Science, and the Scott M. Matheson Center for Health Care Studies. It is designed to provide students with analytical skills and content expertise in the field of healthcare administration. It will expand, but not replace, the existing graduate emphasis option in Health Services Administration that has been offered by the university for many years.

The three proposed joint degree programs (MBA/MHA, MPA/MHA and MPH/MHA) will allow students to enroll in two programs simultaneously, reducing the total credit hour requirement compared to taking two degrees separately.

A copy of the proposal is attached for your approval and transmittal to the Academic Senate.

Sincerely,

David S. Chapman
Assoc. Vice President for Graduate Studies
Dean, The Graduate School

XC: Jack W. Brittain, Dean, David Eccles School of Business
Debra L. Scammon, Department of Marketing
David J. Bjorkman, Dean, School of Medicine
J. Steven Ott, Dean, College of Social and Behavioral Science
Richard J. Sperry, Director, Scott M. Matheson Center for Health Care Studies
Michael K. Magill, Chair, Department of Family and Preventive Medicine

Institution Proposing Program	University of Utah
Schools Co-sponsoring the Program	David Eccles School of Business School of Medicine College of Social and Behavioral Science
School in Which Program Will be Located	David Eccles School of Business
Program Title	Master of Healthcare Administration (MHA); Master of Business Administration/Master of Healthcare Administration (MBA/MHA); Master of Public Administration/Master of Healthcare Administration (MPA/MHA); Master of Public Health/Master of Healthcare Administration (MPH/MHA)
Recommended Classification of Instructional Program (CIP) Code:	
Degree to be Awarded	Master of Healthcare Administration
Proposed Beginning Date	Fall 2006

SECTION I: The Request

The University of Utah requests approval to offer a Master of Healthcare Administration (MHA) effective Fall, 2006. This request also seeks approval to offer the Master of Healthcare Administration as a joint degree with three existing professional degrees, specifically in a joint degree format as an MBA/MHA, MPA/MHA and MPH/MHA. This program has been approved by the institutional Board of Trustees on _____.

SECTION II: Program Description

Complete Program Description: The Master of Science degree in Healthcare Administration (MHA) at the University of Utah is an interdisciplinary, multi-department program designed to provide students with analytical skills and content expertise in the field of healthcare administration. Students may complete the degree as a stand-alone masters degree or as a joint degree in combination with an MBA, MPA, or MHA. The MHA degree will be offered in addition to the Health Services Administration graduate emphasis which has been offered by the University of Utah for over twenty years. Offering the MHA degree will enable pursuit of accreditation from the Commission on Accreditation of Healthcare Management Education (CAHME), the major accrediting association for degrees in healthcare administration. That association does not accredit non-degree programs so the current HSA emphasis is not eligible for their certification. The HSA emphasis will be offered in the short-term and the need for both the emphasis and the degree will be carefully evaluated. It is anticipated that within 3-5 years a request will be made to include additional existing masters degrees as joint degree options with the MHA. Other masters programs that currently participate in the HSA emphasis will be consulted regarding the future offering of that emphasis.

The MHA degree is co-sponsored by the School of Business, the School of Medicine, and the College of Social and Behavioral Science, each of which has a successful graduate professional program, as well as by the Governor Scott M. Matheson Center for Health Care Studies. The degree extends the curriculum of the HSA emphasis in several important ways. The degree includes coursework in both law and ethics, areas of great concern in healthcare today. It allows students to gain exposure in one of three areas of expertise unique to the three participating colleges (entrepreneurship and technology venture development, clinical informatics, and healthcare administration in the global context). Finally, the degree adds an essential practicum/internship as a capstone experience. Students will be advised and encouraged to complete their internships in their area of exposure, thus allowing them to gain practical experience beyond their classroom training.

The MHA degree covers essential knowledge areas through a combination of required and elective courses. The elective courses add flexibility so that students can get exposure to necessary knowledge components from the special focus of their particular interest area. Students will be responsible for fulfilling any prerequisites for the courses they choose. Depending upon the courses chosen by an individual student, the total credit hours for the MHA program will be between 48-53.

Upon application to the Graduate School, students will elect the MHA as a stand-alone degree or as a joint degree with the MBA, MPA, or MPH. Students who enroll in one of the joint degree

programs can count up to 12 credit hours of course work from each degree towards the requirements of the other degree thus reducing their total time in the combined programs. Taken as a joint program, the MHA will have between 36-41 unique semester credit hours beyond those required for the joint masters program. These credit hours will involve an additional 2 semesters of course work plus the internship/practicum. Sample programs of study for the MHA as a stand-alone degree and for the MBA/MHA, MPA/MHA, and MPH/MHA can be found in Appendix B and D.

The major areas of study in the MHA curriculum are:

A. Administrative and management skills (15-16.5 credit hours)

Note: Exceptions to the requirements in this section will be made for MPA/MHA students allowing them to substitute appropriate core MPA finance and organizational behavior courses.

1. Financial Management and Control

1.1 Accounting (4.5 credit hours)

ACCTG 6000	Financial Accounting (3)
ACCTG 6001	Managerial Accounting (1.5)

1.2 Finance (3 credit hours)

FINAN 6020	Financial Management (3)
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2. Organizational Behavior (choose one of the following; 3 credit hours):

MGMT 6051	Managing and Leading in Organizations (3)
MGMT 5680	Human Behavior in Organizations (3)

3. Operations and Services Management (choose one; 3 credit hours)

MGMT 6060	Production and Operations Management (3)
MGMT 6670	Services Operations (3)

4. Marketing Skills (3 credit hours)

MKTG 6550	Marketing for Health Professionals (3)
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B. Social and Behavioral Sciences (all are required; 9 credit hours)

1. Health Economics

ECON 6190	Health Economics (3)
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2. Health Policy

POLS 6321	Health Policy (3)
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3. Health Behavior

FPMD 6600	Social Context of Medicine and Public Health (3)
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- C. Health systems and delivery (10-11 credit hours)
1. Health Care Systems (2-3 credit hours)

HEDU 5100	Heath Care in the United States (3)
HEDU 6790	Health Services Administration (3)
FPMD 6401	Health Policy & Managed Care (2)
 2. MHA Integrative Courses (take both; 8 credit hours)

MHA 6800	Current Issues in Healthcare Administration (3)
MHA 6900	Healthcare Administration Internship (5)
- D. Law and ethics (take 1 law and 1 ethics course; 3.5-6 credit hours)
1. Law (one course; 2-3 credit hours)

POLSCI 6230	Administrative Law (3)
FPMD 6603	Law & Medicine I (2)
FPMD 6604	Law & Medicine II (2)
LAW 7360	Health Law (3)
MGMT 6310	Business Law (3)
 2. Ethics (one course (1.5-3 credit hours)

PADMN 6870	Public Administration and Ethics (3)
MGMT 6540	Ethics of Management (1.5)
PHIL 6500	Contemporary Ethical Theory (3)
PHIL 6520	Advanced Bioethics (3)
- E. Research and quantitative skills (2 courses required; 6 credit hours)
1. Statistics (one graduate level statistics course; 3 credit hours)
Options from business, social work, educational psychology, nursing, economics, FPMD, and public administration. Example:

MGMT 6040	Data Analysis & Decision Making (3)
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 2. Program Evaluation (choose one; 3 credit hours)

HEDU 6100	Program Evaluation (3)
NURS 6003	Program Planning & Development (3)
- F. Exposure (pick one, take 3 credit hours. Internship to compliment Exposure as appropriate)
1. Technology Venture Development (take at least 1 course; 3 credit hours)

MGMT 6710	Strategy and Technology (3)
MGMT 6810	Entrepreneurship and Emerging Business (3)
MGMT 6840/FINAN 6881	Managing the Venture Process (3)
MGMT 6860	Lassonde Venture (3)
MBA 6500	Business Analytics Practicum (3)

2. Clinical Informatics (take at least 1 course; 3 credit hours)

MDINF 6000	Introduction to Medical Informatics (3)
MDINF 6600	Introduction to Bioinformatics (3)
MDINF 6700	Public Health Informatics (3)
IS 6010	Information Systems (1.5)
IS 6410	Process Analysis and IS Project Management (3)
IS 6481	Data Warehousing (1.5)
NURS 6800	Introduction to Clinical Informatics (2)

3. Healthcare Administration in the Global Context (take at least 1 course; 3 credit hours)

ECON 6520	Multinational Firms (3)
FINAN 6550	International Finance (3)
FPMD 6502	International Public Health Issues (3)
MGMT 6590	Managing the Global Workforce (3)
MGMT 6791	Global Strategic Management (3)
POLS 6630	Foundations of International Organizations (3)
POLS 6800	Theories of International Relations (3)
SOC 6436	Global Social Structure (3)

One of the key benefits of the interdisciplinary structure of the MHA program is the opportunity to take advantage of new courses that become available as departments hire new faculty and/or interests of current faculty evolve to include healthcare. With prior approval, students may have the opportunity to substitute appropriate courses relevant to the program core topic areas as new courses are offered. Potentially relevant substitute courses will be reviewed by the program director and advisory board.

Purpose of the Degree: The MHA degree will provide advanced and specialized professional preparation for students wishing to enter positions in healthcare administration. The degree will prepare students for administrative, policy, and planning positions in both the public and private sectors. It will prepare the to deal with the complex and rapidly changing world of healthcare delivery in which access, quality, and efficiency must be balanced. A variety of career options exist for graduates, from joining a large healthcare system, to working in information technology supporting the delivery of healthcare, to promoting an entrepreneurial venture with medical technology.

Institutional Readiness: The University of Utah has offered a master's level emphasis option in Health Services Administration (HSA) since 1984, graduating more than 125 students. The HSA program is an interdepartmental masters emphasis; students in the program must be matriculated in one of ten participating masters degree programs, and concurrently pursue the requirements of their chosen degree and the HSA emphasis.¹ The HSA program is coordinated through the Governor Scott M. Matheson Center for Health Care Studies and overseen by the Senior Vice

¹ The affiliated master's degree programs are: Anthropology, Business (MBA), Economics, Health Education and Promotion, Medical Informatics, Nursing, Pharmacy, Political Science (MPA), Family and Preventive Medicine (MPH, MSPH), and Social Work.

President for Health Sciences and the Senior Vice President for Academic Affairs. Graduates of the program have found ready employment, both locally and nationally, thereby demonstrating the quality of education delivered by our interdisciplinary, multi-department structure.

The University of Utah has had excellent experience with interdisciplinary, multi-department degrees. Some of the most successful interdisciplinary degrees include the undergraduate degree in Behavioral Science and Health, the MBA housed in the School of Business, the graduate degree in Neuroscience and the Masters of Statistics. The University of Utah also has had extensive experience managing dual-degree programs. The Master of Business Administration (MBA), Master of Public Administration (MPA), Master of Public Health (MPH), and Master of Social Work (MSW) all have dual degree options and bring seasoned experience to the table.

Faculty: Because of the interdisciplinary nature of the MHA program, students will have access to faculty from several different departments and with specialty preparation in a variety of fields related to healthcare. The MHA degree includes primarily existing courses offered through departments across campus. Faculty from the School of Business will offer courses in accounting, entrepreneurship, finance, information systems, management, and marketing. Faculty from the department of family and preventive medicine and medical informatics in the School of Medicine will provide courses for the program. From the College of Social and Behavioral Science, faculty will offer courses in economics, political science, public administration and sociology. Participating faculty also represent the department of health education in the College of Health, philosophy in the College of Humanities, as well as the College of Nursing, and the College of Law. Faculty from these departments have participated in the Health Services Administration graduate emphasis option for the past 20 years, are accustomed to including topics relevant to healthcare in their courses, and welcome students with this focus into their classes. As departments recruit new faculty some of the courses in the MHA curriculum may be taught by different faculty, including qualified adjunct professors. However, no new faculty will be required specifically to support the MHA degree.

A partial listing of faculty currently teaching courses from the Health Services Administration emphasis is included in Appendix C. This list includes 52 faculty from 19 different departments. Of the faculty listed, 43 have PhD or equivalent degrees in their fields, 40 are tenure-track, 5 are lecturers, 4 are adjuncts, 2 are clinical track, and 1 is a visiting professor. AACSB, the accrediting association for schools of business, expects that in graduate programs at least 80% of faculty will be academically qualified (e.g., have a terminal degree in a relevant topic area) and that other faculty will be professionally qualified (e.g., have professional experience related to the courses they teach). As a group, the faculty currently teaching courses included in the MHA curriculum surpass these requirements.

Staff: The MHA program will be staffed by a director and a graduate assistant and be supported by advising/career management staff. The director will be a regular faculty member with an appointment in the School of Business. The director will be at .10 FTE for two years working primarily on recruiting students, identifying internship opportunities, and preparing for CAHME accreditation. As enrollments increase, particularly with students taking the MHA as a stand-alone degree, the director will increase time allocated to program administration to .25 FTE at which time duties will include curriculum oversight, program assessment, coordination of course scheduling

through participating departments, and coordination of student services. A graduate assistant will begin in year 3 as enrollments increase to help with administrative duties.

The colleges participating in the joint MHA programs will have primary responsibility for advising their students. The David Eccles School of Business will have responsibility for admissions, advising, and career management functions for students taking the MHA as a stand-alone degree. These student services will be provided by its Masters Programs and Services staff with the addition of a .25 FTE staff person in year 3 increasing up to .50 FTE in years 4 and beyond.

Library and Information Resources: Students in the MHA program will likely access reference materials from the J. Willard Marriott, Eccles Health Sciences, and S.J. Quinney Law libraries. The current library collections and services (including on-line databases) available in and through these libraries are more than sufficient to support the MHA program. Students will be encouraged to have laptop computers that are compatible with software available on campus. Access to the campus computer network from off-campus will be important as many courses use WebCT and access to campus databases and computer services will be necessary for some courses.

Admission Requirements: To be admitted to the MHA program, students must satisfy the University of Utah graduate school admissions criteria. Applicants will be evaluated based on their prior academic performance, prior work experience, and career objectives. They will be required to take one of the standard graduate admissions tests, e.g., the GRE, GMAT, or MedCAT. To be eligible for the MHA, students must have completed a bachelors degree. Depending upon their prior preparation, students may be required to take college level algebra, calculus and statistics courses prior to beginning coursework for the MHA. Work experience, particularly in a healthcare setting, will be emphasized. Students admitted to one of the participating joint programs must additionally be accepted into those programs.

Student Advisement: Students admitted to the MHA program as a stand-alone degree will be assigned an academic advisor in the Masters Programs and Services Office of the David Eccles School of Business. Students enrolled in the MHA as a joint program will be assigned to an academic advisor in their home department. Because of the breadth of course choices available to students, it will be important for them to have frequent consultation with their advisors. Advisors will develop and recommend to students model tracks for those in each joint program and in the stand-alone degree. These models will be developed to ensure that students take courses from each relevant discipline and that their degree experience has consistency. Students will meet with their advisors once a semester to ensure that appropriate courses are selected. Since initially students will come from three joint programs, there should not be a significant increase in advising support needed in any of the three programs. Staff expertise is currently being developed in the School of Business to assist students in identifying appropriate internship, fellowship, and career opportunities. As enrollments warrant a .25 FTE staff person will be added to the Masters Programs and Services staff in the School of Business in year 3 moving to .50 FTE in year 4. This person will have responsibility for working with the MHA students.

Justification for Number of Credits: The MHA degree requires between 48-53 credit hours. If taken jointly with another masters degree, 12 credit hours from each degree will be counted towards the other degree. Thus, as a joint degree, the MHA will add approximately 2 semesters of work beyond the primary masters degree. Because of the breadth of material necessary to

prepare someone for a professional position in healthcare administration, students will be taking courses in six primary areas of study necessitating more credit hours than a typical masters degree. As a professional degree, the MHA is analogous to an MBA (62.5 credit hours) and an MPA (42 credit hours).

External Review and Accreditation: The MHA curriculum is designed to meet the accreditation requirements of the Commission on Accreditation of Healthcare Management Education (CAHME), the major accrediting entity for healthcare programs while also meeting the accreditation requirements of the joint programs. A summary of CAHME curriculum requirements annotated to demonstrate the courses in the MHA degree that are intended to meet these requirements is included in Appendix E.

Application to CAHME for candidacy accreditation of the MHA degree will be sought as soon as the degree is eligible, most likely in 2008. The candidacy process generally takes 2 years before an accreditation visit can be scheduled. Thus, the earliest that accreditation is likely to be awarded is 2010. Reports will be made to the Graduate Council as the program progresses through the various stages of accreditation, including when initial application for candidacy is submitted and upon response from CAHME. The MHA will immediately fall under the scope of AACSB accreditation, along with other School of Business degree programs.

An MHA Advisory Board, including faculty from each sponsoring college, the director of the Scott M. Matheson Center for Health Care Studies, students, working professionals, and potential employers was consulted during the development of the degree curriculum. This Advisory Board will meet at least annually to review the program, consider changes in the environment that impact the education and experience professionals in healthcare administration need, and ensure that resources supporting the program are adequate. A subcommittee of the board consisting of the faculty and students will meet once a semester to review the curriculum. This group will deal with any issues that arise with regard to course content or scheduling and make recommendations about any needed curricular revisions.

Projected Enrollments: Anticipated admissions for the first and second years are 12 students each. Admissions are predicted to increase to 15 the third year, 20 the fourth year, 25 the fifth year and to remain at that level. These enrollment estimates are based on queries received from students, responses to a student survey, and projected growth in the labor market. It is expected that 12 students will graduate each year initially with that number growing to 15.

Student Enrollment	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011
Admissions	12	12	15	20	25
Total students in program	12	24	27	35	45
Graduates	0	12	12	15	15

Because the MHA curriculum consists primarily of currently available courses from multiple departments, it is not possible to calculate a mean student-to-faculty ratio. Average course size for participating students will vary from 10 in some of the specialized elective courses to 60 in some of

the core required courses. In general there will be approximately 50 faculty across campus offering courses included in the MHA curriculum. The faculty backing for the program suggests that students will not only be well supported but that they will have specialty expertise available from faculty in many relevant fields.

Expansion of Existing Program: As noted, the MHA is an expansion of the current Health Services Administration graduate emphasis option. Historically, student demand for the current HSA emphasis has been strong and steady. While the numbers from the various affiliated masters degree programs have fluctuated over the past tens years, the aggregate number of enrolled students has remained fairly constant. Over the past ten years an average of twelve new students has entered the HSA program (a high of 15 and a low of 8). There currently are 34 students enrolled in masters degree programs who are also enrolled in the HSA emphasis. On average, 10 students graduate with the HSA emphasis each year. To date, the HSA emphasis has been awarded to more than 125 graduates.

SECTION III: Need

Program Need: Utah's future medical and healthcare managers must be prepared to deal with evolving and increasingly complex health care delivery systems, technological innovations, regulatory requirements, and population demographics. Managers in all settings will be called on to improve the quality and efficiency of health care services while controlling costs, as insurance companies and Medicare demand higher levels of fiscal accountability.

A graduate degree from a program accredited by the Commission on Accreditation of Healthcare Management Education (CAHME) is fast becoming the credential sought by employers, and thus by students. A list of colleges and universities offering CAHME accredited degree programs is included in Appendix F. Many scholarships, internships, and employment opportunities are open only to students of such accredited programs. The current HSA emphasis is not eligible for accreditation; CAHME only accredits degree programs. Additionally, industry experts recommend that, if possible, students obtain a primary masters degree as well as a specialized degree in healthcare administration. For administrative positions in healthcare, business students with both an MBA and an MHA, for example, are generally preferred to students with just an MBA. Offering an MHA degree and pursuing CAHME accreditation is an opportunity to respond to current market conditions thus serving the interests of both students and employers.

Market Demand: The size and growth of the healthcare sector of the economy are well documented. Health care expenditures grew 7.9% in 2004 and ultimately consumed 1.9 trillion dollars (16% of gross domestic product). Federal government estimates indicate an anticipated average annual growth rate of 7.3% based upon steady or increased demand for health care as our population demographics shift toward the older generation and as medical technology advances.

The jobs available in healthcare management are diverse and challenging. According to the U.S. Department of Labor (BLS), more new jobs (3.6M) will be created between 2004 and 2014 in healthcare than in any other industry. Medical and health services managers will be employed by hospitals, health care management companies that provide management services to hospitals and other organizations, as well as by specific departments such as emergency, information

management systems, managed care contract administration, and physician recruiting. Other opportunities for managers in the provider segment are with nursing homes, insurance companies, managed care organizations, and home health agencies. In the supplier sector, opportunities exist in medical supplies and equipment, pharmaceuticals, biotechnology, and healthcare consulting. A variety of local, state and federal agencies and associations, such as state Health Departments, the American Red Cross, and the American Hospital Association also offer a variety of employment opportunities.

The local market demand for health care managers is also projected to increase. As Utah's population increases, more health care services will be delivered. According to the 2006 Economic Report to the Governor, the health services sector is projected to have one of the highest average annual growth rates over the next five decades. Health Services will grow from 9% of all jobs in 2005 to 11% by 2020 and 16% by the year 2040. The biotechnology industry is also rapidly growing in Utah and was recently identified as a strategically important business segment. Entrepreneurial opportunities, especially in small and medium sized technology firms, are expected to stay strong. Currently, the local health departments, health care delivery organizations, insurance companies, pharmaceutical benefit management companies, and technology start-ups must look to out-of-state universities to fill most of their administrative and management vacancies. The University of Utah's MHA program will produce qualified resident healthcare executives to fill the growing number of healthcare administrator positions in our state.

Student Demand: Student demand for the current Health Services Administration emphasis has been strong and steady. Over the past ten years on average twelve new students have enrolled in the HSA program and 10 students have completed the program each year. A survey of the 34 current HSA students indicates that 73% would be interested in the MHA degree. It is expected that among students currently attracted to the HSA emphasis, around 8 students per year would be interested in the MHA degree. It is anticipated that three-quarters of these students will choose to complete a joint MHA (with an MBA, MPA, or MPH). In the future an opportunity exists to expand enrollment to other joint masters degrees and to recruit students specifically for the MHA program. Because of the limited availability of MHA programs in the region, out-of-state recruiting is a likely future option. The program is likely to attract students who may have gone out of state in order to obtain this specialized masters degree.

Similar Programs Already Offered in the USHE: Weber State University and the University of Utah have both offered certificates in health services administration for a number of years. Weber State plans an MHA program targeted primarily to students currently working in the healthcare field. A key focus of their program is distance delivery in order to reach professionals working outside the Wasatch Front. Their degree is a single-department program with the option of taking some elective courses from the business school. Their program model is quite different from the University of Utah's model which is multi-disciplinary and linked to three existing professional programs. The University of Utah's MHA degree will be unique in two aspects: first, it is a multi-department degree including courses offered through multiple departments of three colleges with exceptional reputations for educational excellence; and second, the degree is intended primarily for students concurrently enrolled in a second professional masters degree.

A review of the Associated University Programs in Health Administration reveals that there are currently no masters programs offered by member schools in Utah. Even in the surrounding states

(Arizona, California, Colorado, Washington, Oregon, and Idaho) there are a limited number of graduate programs with emphases in health services. Thus, the opportunity for the University of Utah to offer such a degree drawing upon its acknowledged excellence in business, medicine, and social and behavioral science is ripe.

Benefits: The MHA degree will benefit from the 20 years of experience at the University of Utah in offering the interdisciplinary Health Services Administration graduate emphasis. It expands beyond that emphasis curriculum in important ways. Degree requirements increase students' exposure to issues in ethics and law specific to the healthcare sector, current topics of importance in healthcare administration, internships with healthcare organizations, and an area of established excellence at the University of Utah, that is, technology venture development, clinical informatics, or administration in a global marketplace. These areas of additional exposure are already being discussed by CAHME and AUPHA as possible credentials within the industry.

Consistency with Institutional Mission: As the flagship institution of the Utah state system of higher education, the University of Utah strives to create an academic environment where the highest standards of scholarship are observed. A particular strength of the campus is its professional programs. The mission of the David Eccles School of Business is to build foundations for business leadership by creating, discovering, and communicating knowledge about leading-edge research and best management practices. It is highly ranked nationally and internationally and among the most respected business schools in the nation. The University of Utah's School of Medicine has three major missions: **education**, **research**, and **clinical service**. The three missions are closely interrelated. Each supports and, in turn, benefits from the others. All are considered to be of equal importance. The mission of the College of Social and Behavioral Science is to advance knowledge and instruction in the foundations of social and behavioral science which, in turn, contributes directly or indirectly to improvements in the quality of life. The mission of the Scott M. Matheson Center for Health Care Studies includes the support of education that enables health care professionals (physicians, hospital administrators, nurses, public health officers, etc.) to better manage health care services. The Center gives special attention to building linkages between medicine, management, and other disciplines to help educate future administrators in the skills of health care administration.

By joining together to offer the MHA degree, the individual missions of the David Eccles School of Business, the School of Medicine, the College of Social and Behavioral Science and the Scott M. Matheson Center for Health Care Studies are reflected in the goal of training students to be contributors to the management of one of the largest and fastest growing sectors of our economy. The healthcare sector poses challenging issues of individual, organizational and social importance. The interdisciplinary nature of the MHA and the synergy of the sponsoring Schools, Colleges and Center will enhance the potential of the MHA program to train graduates who can deliver at each level.

The inter-departmental sponsorship of the MHA degree is in keeping with President Young's vision that the University play a leadership role in interdisciplinary teaching. The MHA degree will further solidify collaboration between the sponsoring Schools, Colleges, and Center and create new opportunities for students to learn in an interdisciplinary setting and from faculty and students across disciplines. The MHA degree will enhance the University's profile as a national leader in interdisciplinary studies while also preparing graduates who can significantly impact the quality of life of Utah residents.

SECTION IV: Program and Student Assessment

Program Assessment: The goal of the MHA program is to graduate students who can assume professional positions in healthcare organizations. Students will acquire analytical skills and content expertise in the field of healthcare administration. At the most global level, program success will be evaluated by examination of student placements and career progression after graduation. Thus, statistics for graduating students such as number of interviews, number of job offers, and number of job placements with healthcare organizations will be tracked. Additionally, feedback from employers hiring graduates will be sought on a regular basis.

With regard to specific analytical skills and expertise, students' performance in MHA courses will be monitored every semester by their advisor. The MHA Advisory Board will play a critical role in reviewing the program. The employers and healthcare professional members of the board will provide perspective on the ability of graduates to contribute to healthcare organizations. The faculty and student members of the board will provide assessment of student performance data and student course evaluations. The full board will make recommendations on any needed curricular improvements. As the degree moves through the accreditation process, input from the CAHME advisors will be considered with regard to appropriate curriculum modifications.

Expected Standards of Performance: Students will be required to maintain an average GPA of 3.0 throughout their programs. In today's world, it is important that professionals have the right balance of breadth of training and experience as well as an area of special expertise. The MHA curriculum thus requires both breadth and depth in course work. Through effective advising and consultation with faculty, students will be expected to incorporate breadth into their programs by selecting appropriate electives outside their primary area of focus. Students will choose one area of exposure enhancing their expertise in a focused area. In addition to course specific knowledge, students will be expected to demonstrate strong communications, team work, and leadership skills. Industry experts suggest that these skills are essential for success in the healthcare sector, particularly because of the complexities of this industry and the variety and diversity of the organizations involved in the industry. These skills will be evaluated within the context of specific courses as appropriate, and in particular, during the required internship.

SECTION V: Finance

Budget: The budget for the MHA program includes only a modest budget for administration. Since the MHA program consists primarily of existing courses, instructional costs are the marginal costs associated with adding students to an existing class and will be borne by the departments offering classes. In turn, these departments will receive the productivity revenue generated by the MHA students enrolled in these courses. Most of the courses currently have excess capacity and the additional students will be a benefit to the departments in terms of increased tuition revenue. An internship/practicum will be a new requirement and this experience will be managed by the MHA program director.

A faculty member will act as program director and, as enrollment grows, will increase in time allocated to administration from .10 FTE to .25 FTE. A part-time student assistant will be added as enrollment grows. Part time advising and career management services, critical to the students'

success, will be added as the program grows and more students are enrolled in the MHA as a stand-alone degree, from .25 FTE in year 3 up to .50 FTE in years 4 and beyond.

Current operating expenses include recruiting costs and expenses associated with application for accreditation by CAHME.

Program Expenses:	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011
Salaries and Wages:					
MHA Director	8,000	8,000	25,000	25,000	25,500
Graduate assistant			10,000	10,200	10,400
Advising/Career Mgmt	-0-	-0-	10,000	20,000	20,400
Benefits @ 35%	-0-	-0-	3,500	15,750	16,065
Current expenses	13,000	13,000	13,000	13,000	13,000
Library	-0-	-0-	-0-	-0-	-0-
Equipment	-0-	-0-	-0-	-0-	-0-
Travel	-0-	-0-	-0-	-0-	-0-
Totals	21,000	21,000	61,500	83,950	85,365

*Administrative expenses are projected to increase at 2.00% annually.

Funding Sources: A program fee of \$2500.00 to be charged to MHA degree-seeking students will be requested. It is expected that this fee will be in place by year 3. The program fee will be set at a level to cover the costs of administering the program. In addition, the program will generate productivity funds from new enrollments in existing courses and graduate tuition differential for courses offered through the School of Business and the School of Medicine. Initial seed funding from the sponsoring colleges and the Governor Scott M. Matheson Center for Health Care Studies will be available to help with program start-up costs.

Funding Sources:	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011
Productivity Funding*	33,660	33,660	42,075	56,100	70,124
DESB Differential Tuition	12,750	12,750	14,875	21,250	25,500
MHA Program Fee @ \$2500			37,500	50,000	62,500
Seed funding sponsoring colleges and center	20,000	20,000	20,000	10,000	-0-
Total revenue	66,410	66,410	114,450	137,350	158,125
Total Funding available for Program Admin and delivery	32,750	32,750	72,375	81,250	88,000

*Based upon 33 credit hours/student at \$85.00/credit hour. Productivity funding will be earned by departments offering courses in the MHA.

** School of Business courses generate graduate differential tuition. It is estimated that half the MHA students will be enrolled in MPA or MPH joint programs or the MHA alone and their typical program will include 17 credit hours in the School of Business.

Impact on Existing Budgets: Each of the sponsoring colleges and the Matheson Center for Health Care Studies has agreed to provide start-up seed funding to support the MHA degree. Departments offering courses in the MHA will earn SCH-based tuition revenue for incremental

students. The School of Business will receive graduate differential tuition for non-business students taking courses offered through the school of business.

INSTITUTIONAL SIGNATURES

Jack W. Brittain, Dean, David Eccles School of Business and Vice President of Technology Venture Development	date
David J. Bjorkman, Dean, School of Medicine	date
J. Steven Ott, Dean, College of Social and Behavioral Science	date
Richard J. Sperry, Director, Scott M. Matheson Center for Health Care Studies and Associate Vice President for Health Sciences	date
David Chapman, Graduate School Dean	date
John Francis, Associate Vice President for Academic Affairs	date
David W. Pershing, Senior Vice President for Academic Affairs	date
Lorris W. Betz, Senior Vice President for Health Sciences	date
Michael J. Young, President, University of Utah	date

Appendix A: Program Curriculum

New Courses to be Added in the Next Five Years: The MHA degree is built around currently available courses. As participating departments offer new courses, there may be an opportunity to include new or additional course options in the curriculum modules of the MHA. However, it is anticipated that only two courses not currently available will be added to the degree requirements, Current Topics in Healthcare Administration and Healthcare Administration Internship.

Course Number	Course Title	Credit Hours
MHA 6800	Current Issues in Healthcare Administration	3.0
MHA 6900	Healthcare Administration Internship	5.0

All Program Courses:

Course Number	Course Title	Credit Hours
ACCTG 6000	Financial Accounting	3.0
ACCTB 6001	Managerial Accounting	1.5
FINAN 6020	Financial Management	3.0
MGMT 6051	Managing and Leading in Organizations	3.0
MGMT 5680	Human Behavior in Organizations	3.0
MGMT 6060	Production and Operations Management	3.0
MGMT 6670	Services Operations	3.0
MKTG 6550	Marketing for Health Professionals	3.0
ECON 6190	Health Economics	3.0
POLS 6321	Health Policy	3.0
FPMD 6600	Social Context of Medicine and Public Health	3.0
HEDU 5100	Health Care in the United States	3.0
HEDU 6790	Health Services Administration	3.0
FPMD 6401	Health Policy & Managed Care	2.0
MHA 6800	Current Issues in Healthcare Administration	3.0
MHA 6900	Healthcare Administration Internship	5.0
POLS 6230	Administrative Law	3.0
FPMD 6603	Law & Medicine I	2.0
FPMD 6604	Law & Medicine II	2.0
LAW 7360	Health Law	3.0
MGMT 6310	Business Law	3.0
PADMN 6870	Public Administration and Ethics	3.0
MGMT 6540	Ethics of Management	1.5
PHIL 6500	Contemporary Ethical Theory	3.0
PHIL 6520	Advanced Bioethics	3.0
MGMT 6040	Data Analysis & Decision Making	3.0
HEDU 6100	Program Evaluation	3.0
NURS 6003	Program Planning & Development	3.0
MGMT 6710	Strategy and Technology	3.0

Course Number	Course Title	Credit Hours
MGMT 6810	Entrepreneurship and Emerging Business	3.0
MGMT 6840/FINAN 6881	Managing the Venture Process	3.0
MGMT 6860	Lassonde Venture	3.0
MBA 6500	Business Analytics Practicum	3.0
MDINF 6000	Introduction to Medical Informatics	3.0
MDINF 6600	Introduction to Bioinformatics	3.0
MDINF 6700	Public Health Informatics	3.0
IS 6010	Information Systems	1.5
IS 6410	Process Analysis and IS Project Management	3.0
IS 6481	Data Warehousing	1.5
NURS 6800	Introduction to Clinical Informatics	2.0
ECON 6520	Multinational Firms	3.0
FINAN 6550	International Finance	3.0
FPMD 6502	International Public Health Issues	3.0
MGMT 6590	Managing the Global Workforce	3.0
MGMT 6791	Global Strategic Management	3.0
POLS 6630	Foundations of International Organizations	3.0
POLS 6800	Theories of International Relations	3.0
SOC 6436	Global Social Structure	3.0

MHA Core Course Descriptions:

Administrative and management skills:

ACCTG 6000 Financial Accounting (3) Prerequisite: Masters status in the School of Business. Designed to provide students with an understanding of the financial-reporting process followed by all public and many private companies. Students gain the ability to read and understand published financial statements and perform formal financial analysis.

ACCTG 6001 Managerial Accounting (1.5) Prerequisite: Master's status in the School of Business and either ACCTG 6001 or equivalent. Focuses on the way managements determine the information they need for effective decision-making and how those needs are met. Includes consideration of a variety of management-planning, control, and decision-making tools. Considers the communication and behavioral aspects of their use.

FINAN 6020 Financial Management (3) Prerequisite: Master's status in the School of Business and either ACCTG 6001 or equivalent. Topics include financial analysis, planning, working-capital management, financial math, valuation, and capital budgeting.

MGMT 5680 Human Behavior in Organizations (3) Cross listed as MGT 3680. Examination of behavioral theories and research. Application to human-resource problems and administrative processes in service and production-oriented organizations. Focuses on the

individual in such areas as socialization, motivation, communications, leadership, decision-making, conflict resolution, and adaptation to change. Application is demonstrated through the consideration of the impact of the individual on the overall performance of the organization. 5680 may only be registered for by graduate students.

MGMT 6051 Managing and Leading in Organizations (3) Prerequisite: Masters status in the School of Business.

The purpose of this course is to understand the theory and processes of working in a group or team. The course is designed to be relevant to the broad spectrum of problems that are faced in a variety of group settings. Students will learn analytical and behavioral tools to effectively diagnose complex dynamics in work groups and take action to improve group performance. Students will also learn practical interpersonal skills useful for implementing effective strategies in group situations. The course is intended to help students be more effective while working in study groups at the DESB and later working in groups and teams once they graduate. Considerable emphasis will be placed on simulations, role-playing, and cases. This course will incorporate many of the topics that are currently being addressed during orientation and will culminate with the business challenge.

MGMT 6060 Production and Operations Management (3)

Operations management studies the way that firms manage procurement, production, and distribution of goods and services in an increasingly competitive international marketplace. This course develops skills and knowledge critical for successful design and strategic management of world-class manufacturing and service operations. Topics covered may include integrated product/process analysis and design, materials management, supply chain management, use of information technologies in the extended enterprise, service operations, total quality management, experience curves, technology management, project management, and operations strategy.

MGMT 6670 Service Operations (1.5 to 3) Prerequisite: MGT 6060 or 6061.

This course aims to develop a better understanding of best practices in the service sector through analysis of leading-edge firms and the strategies they have employed to create and maintain competitive advantage. The course emphasizes the close coordination of marketing and operations in the design and implementation of service delivery processes. Topics include the importance of developing both human and technical skills among employees who represent the most critical point of contact between the service organization and its customers, and the role of technology, in particular information technology, in changing the nature of the service delivered and/or the way in which the service is delivered. The course relies heavily on the analysis of a number of case studies, and includes a group project where the principles developed in the course are applied to a real service organization.

MKTG 6550 Marketing for Health Professionals (3)

Designed to acquaint health professionals with marketing theory and methods to demonstrate their application to health services, programs and medical practice. Theoretical issues relevant to effective program design, distribution, pricing and promotion are studied with emphasis on marketing research and its role in improving these activities.

Social and Behavioral Sciences

ECON 6190 Health Economics (3)

Meets with ECON 5190. Graduate students should register for ECON 6190 and will be held to higher standards and/or additional work. Economics of health care, health-care delivery systems, public and private health insurance, location of health facilities, and health-care inflation.

POLS 6321 Health Policy (3) Cross listed as PADMN 6321.

Meets with POL S 5321. Graduate students should register for POL S 6321 and will be held to higher standards and/or additional work. Introduction to health policy issues in U.S.; needs and demands for public action; organization and nature of political support; process and problems of decision making in health policy areas.

FDMD 6600 Social Context of Medicine and Public Health (3) Prerequisite: MPH, MSPH or HSA students only or instructor's consent.

The course will consider disease and illness within socio-cultural contexts. Emphasis will be placed on the ethical, behavioral, social, cultural, political and economic factors that influence the prevention/treatment of medical and public health problems.

MHA 6800 Current Issues in Healthcare Administration (3)

Important issues in health care such as the uninsured, health care costs, the pharmaceutical, hospital and insurance industries will be explored using current reading materials and focused class discussion. Organization of the US health care system will be explained and compared to other health care delivery systems. The class will build upon the fundamentals of health care economics and policy to build an understanding of the current, complex issues facing health care. Writing assignments are designed to encourage the student to analyze current health care issues, to develop opinions and ideas about the issues, and to communicate their opinions and ideas succinctly. To this end, the writing assignments will be short, editorial style papers that would be suitable for publication as an opinion piece in a major newspaper.

MHA 6900 Healthcare Administration Internship (5)

Supervised independent field experience to survey management problem, propose and implement solution within the context of a healthcare organization. Provides an opportunity to review, apply, and integrate major components of the MHA program. The student consults with a healthcare organization on a significant issue facing that organization and provides a formal management report. Ideally, students will do their internship in their area of additional exposure.

Elective Courses:

Health Care Systems

HEDU 5100 Health Care in the United States (3)

Organization and financing of U.S. health-care system; evolution of roles played by provider and consumer organizations in meeting community needs; changing health status of Americans; and proposals for improving health-care delivery system.

HEDU 6790 Health Service Administration (3)

Opportunity for students to develop selected managerial competencies practiced by entry-level administrators and provider/professional-managers in health services organizations.

FPMD 6401 Health Policy and Managed Care (2)

Organization and financing of health-care delivery systems including integrated delivery systems and managed care such as HMOs and PPOs. Formation of health policy by federal and state government and its impact on private health care systems.

Research and Quantitative Skills

One graduate level statistics course – many possible courses, for example:

MGMT 6040 Data Analysis and Decision Making (3) Prerequisite: Master's status in the School of Business, MATH 1090, MGT 2490.

This course will develop decision making abilities with data-analysis and decision models. Applications will be in the business functional areas. Students will use computers to solve business problems. Course topics will include advanced statistical analysis, regression models, linear programming, decision analysis, and project management.

HEDU 6100 Program Evaluation (3) Prerequisite: H EDU 6550. Recommended Prerequisite: H EDU 6080.

Developing process and outcome evaluation models and plans, selecting measures and evaluation designs, implementing data collection, reduction, and analysis, and evaluating barriers and success in implementation. Actual development and implementation of a program evaluation with a community agency.

NURS 6003 Program Planning and Development (3) Prerequisite: Graduate standing or Instructor's consent.

Focuses on assessment, planning, program/project development, and evaluation appropriate for groups, communities, and organizations. Strategic planning, decision making, and marketing analysis and strategies incorporated. Required for community health nursing majors.

Law and Ethics:

FPMD 6603 Law and Medicine I (2)

The legal aspects of the physician/patient relationship, including the substantive and procedural elements of medical malpractice litigation.

FPMD 6604 Law and Medicine II (2)

The business and ethical aspects of health care.

MGMT 6310 Business Law (1.5 to 3)

Basic principles of business law for graduate students.

LAW 7360 Health Law (3)

Surveys the central legal issues involved in the delivery of health care today. Efforts will be made to integrate traditional legal materials drawn from economics, public policy, health administration, and bioethics. Topics coverage will include the provider-patient relationship, informed consent, quality of care, malpractice, health-care organizations, licensing and self-care, withholding and withdrawing care, procreation and abortion, and research with human subjects. Students may wish to (but are not required to) also participate in the Health Law Clinic. See Clinical Program Descriptions for more information regarding Health Law Clinic.

POLS 6230 Administrative Law (3) Recommended Prerequisite: POLS 1100.

Delegation of power, judicial review, tort liability, investigating, rule making, adjudication, hearings, informal procedure, bias, evidence, constitutional rights of public employees, disclosing information, regulatory reform. Major tort law changes, dysfunctional fear of litigation, liability of governments and individuals under the Constitution. Federal Civil Rights Act of 1871, Federal Tort Claims Act and state law, immunity categories, Utah law and policy issues. Risk management, preventing liability, insurance aspects, and reform controversies.

PADMN 6870 Seminar: Public Administration and Ethics (3) Prerequisite: POLS 6220 and 6230 and 6290 and 6300 and 6330 and 6360 and 6380 or instructor's consent.

Integration of courses and administrative experience; application of ethical theories to public administration practice; required major research paper on ethical issues in government.

MGMT 6540 Ethics of Management (1.5 to 3)

The purpose of this course is to help students understand the ethical problems that confront managers and to approach their role as managers with a sense of purpose and vision. The course explores students' own ethical orientations, the values of practicing managers, and alternative approaches to ethical problems. Representative topics include making choices about influencing and obeying the law, profits versus other values, the relationship between the interests of individuals and groups, how corporate policies affect the ethical choices of individuals, and criteria for making ethical judgments.

PHIL 6500 Contemporary Ethical Theory (3) Prerequisite: Graduate standing required.

Justification of moral beliefs, or critical consideration of particular moral theories or concepts.

PHIL 6520 Advanced Bioethics (3) Prerequisite: Graduate standing required.

Advanced topics in bioethics.

Additional ExposureTracks:

Technology Venture Development:

MGMT 6710 Strategy & Technology (1.5 to 3)

An introduction to the management of technology as a business activity. The focus is on the processes by which technological enterprises evolve, and on the technological innovation process in established technology-based firms. Special emphasis is placed on intellectual property issues and the management of knowledge. Heavy emphasis is placed on classroom analysis of published case studies of technological enterprises, together with readings which outline basic concepts applicable to the subject.

MGMT 6810 Entrepreneurship and Emerging Business (1.5 to 3)

This course introduces the concept of the entrepreneur and of the role of the entrepreneur and innovator in the modern economy. It introduces the processes involved in identifying and defining opportunities in emerging industries and of developing and refining the business concept. At the end of this course, the student should understand the potential of Entrepreneurship as a career option and should have completed the preliminary analysis for an entrepreneurial business idea. The course will involve extensive exposure to entrepreneurs and entrepreneurial ventures and will require a formal business concept paper. Students are encouraged to develop new venture teams with both classmates and outside business partners.

MGMT 6840 Managing the Venture Process (1.5 to 3) Cross listed as FINAN 6881.

Prerequisite: FINAN 6300.

Meets with MGT 5840. This capstone course provides students with hands-on experience in managing the process of evaluating and funding a start-up company with venture capital funds. Working in teams, the class will place funds from the David Eccles School of Business Student Venture Fund and work with the managers of funded companies and with the board of the Fund. The class will be structured as a year-long venture capital management project supported by a series of seminars taught by regular faculty, venture capitalists, and new venture service providers from the community. Topics will include identification of new ventures, due diligence procedures, firm valuation methods, the role of the venture capitalist as a board member, selecting and structuring management teams, setting up compensation and reward structures, and other relevant topics to be determined by the instructional team.

MGMT 6860 Lasonde Venture (1.5 to 3)

Meets with MGT 5860. This course provides students an unparalleled opportunity to apply knowledge and expertise to the commercial development of University technologies. Lectures and topics include venture capital and new venture finance, market research and due diligence, intellectual property and patent protection, technology transfer issues, as well as guest lectures from prominent business leaders and local entrepreneurs.

MBA 6500 Business Analytics Practicum: Tech Ventures (3)

Meets with BUS 5500. This is a project-based course in which students will assist the U's Office of Technology Venture Development (Tech Ventures). This office, which was founded in 2005, is headed by Eccles School Dean Jack Brittain. Its aim is to help the university capture value from the innovations developed by researchers throughout the U. The course will match student groups with

projects suggested by the Tech Ventures office. Student groups will analyze markets, industries or firms, and report their findings to representatives from Tech Ventures.

Clinical Informatics

MDINF 6000 Introduction to Medical Informatics (6)

Provides an overview of the basic concepts of medical informatics. The course includes systems development, databases, data representation, data acquisition and presentation, man-machine interfaces, communication and networking, statistics, experimental design, decision support, knowledge engineering, genetic epidemiology, introduction to health information systems, quality improvement, signal processing, physiologic models, and medical imaging.

MDINF 6600 Introduction to Bioinformatics (3)

Introduction to Bioinformatics is taught in the Spring Semester. It is an introductory course to Bioinformatics covering computational biology, DNA sequence analysis, genomics, proteomics, molecular databases, and phylogenies.

MDINF 6700 Public Health Informatics (3) Prerequisite: MDINF 6000.

The Public Health Informatics introductory course will provide background material for those interested in applying Medical Informatics techniques to the field of Public Health. The new (2002) 34 chapter textbook "Public Health Informatics and Information Systems" will be the basis of the course. The State of Utah and many of its health authorities have already been broadly involved in establishing databases of hospital discharge summaries, immunization records, tracking adverse drug events and Bioterrorism surveillance. Thus, there is a need and an opportunity to better apply Medical Informatics techniques to this field. In cooperation with the Utah Department of Health, this course will be offered to give students an opportunity to learn about and discover the real needs of Public Health Informatics.

IS 6010 Information Systems (1.5)

Deals with the application of current information-related technology in management. This includes the role of information technology in gaining a competitive advantage, as well as in planning, control, and decision making. Management's responsibilities and activities in making investments in technology is also discussed.

IS 6410 Process Analysis and IS Project Management (3)

This course introduces you to the field of information systems analysis, analysis tools, and the procedures for managing information systems analysis projects. Topics covered include the role of the systems analyst in organization; concepts, philosophies, and trends in systems analysis and design; and tools and techniques for such analysis activities.

IS 6481 Data Warehousing (1.5)

This course introduces database technologies for building scalable data warehouse systems and technologies for user-oriented, interactive data analysis. Data warehouse systems differ from on-line transaction processing systems in time span and access mode of the data, and in query types and purposes.

NURS 6800 Introduction to Nursing Informatics (2) Prerequisite: Instructor's consent.

Introductory course to clinical/nursing informatics focusing on the theoretical basis of clinical

informatics with an emphasis on management and processing of clinical data, information, and knowledge. Clinical vocabulary and language systems are addressed.

Global Administration:

ECON 6520 Multinational Firms: International Trade & Investment I (3) Prerequisites: ECON 4010 and 4020.

Meets with 5520. A two part course, in sequence. Part I is a microeconomics focus, emphasizing firm and industrial organization, imperfect competition theory and empirical evidence; Part II is a macroeconomics focus, emphasizing national development interactions with the MNE and international trade and empirical evidence.

FINAN 6550 International Finance (3) Prerequisite: FINAN 6020 or equivalent.

Financial management of the multinational firm or firm with international affiliates, suppliers, or markets. Subjects parallel those of standard financial management with added dimensions of exchange rate phenomena, risks and hedging, payment mechanisms, instruments, and institutions for international business.

FPMD 6502 International Public Health Issues (3)

Current issues in international health relevant to public health and primary care providers. Problems in economics, technology transfer, child survival, primary health care, maternal health, and ethics are presented in an international context.

MGMT 6590 Managing the Global Workforce (3)

This course focuses on human resource issues facing managers whose activities require them to operate in an international environment in the United States or abroad. This course is intended for students considering careers in multinational organizations and students whose current or future work assignments include responsibilities for employees in other countries. In today's global marketplace, the success of an organization depends on how well it manages individuals and groups in its home country, in host countries where its subsidiaries are located and in third countries where it may hire some of its employees. Managing such a global workforce requires a sound understanding of human resource management issues and practices of multinational corporations such as international recruitment and selection, training and development, performance management, and compensation. In this course we will cover these topics. In addition we will explore the impact of cultural differences on management practices in countries other than the US. The course uses a variety of learning approaches including case analyses, lectures, class discussions, videos, experiential exercises, and a group project.

MGMT 6791 Global Strategic Management (1.5 to 3)

Focuses on unique aspects of strategic management in the global environment. Such issues as worldwide competition, global technology, political risk, global financial strategies, and multinational organizations are addressed. The course is primarily a case-analysis course with limited lectures. Students can expect written case analyses, group projects, and a major paper.

POLS 6630 Foundations of International Organization (3) Recommended Prerequisite: POLS 2100 or 3800.

Meets with POL 5630. Graduate students should register for POLS 6630 and will be held to higher standards and/or additional work. Concentrates on the history and functions of public (IGO) and

private (NGO) international organizations. Special efforts will be devoted to examining the changing roles of both IGOs and NGOs with relations to both member and non-member states.

POLS 6800 Theories of International Relations (3) Recommended Prerequisite: POLS 2100 or 3800.

Graduate students will be held to higher standards and/or additional work. Analysis of theories of international relations, such as Realism, Liberalism, Constructivism; using major works and current theoretical research. Recommended introduction to upper-division students.

SOC 6436 Global Social Structure (3)

Meets with SOC 5436. Structure of the global system historically and in modern times. Relationships between world structure and national institutions and processes.

Appendix B

Sample Program
MHA degree only
4 semesters + internship

<p>Year 1 Fall Semester ACCTG 6000 Financial Accounting (3) MGMT 6040 Data Analysis I (First half) (3) FINAN 6020 Financial Management (Second half) (3) MGMT 6051 Managing and Leading in Organs (3) ECON 6190 Health Economics (3)</p>	<p>Year 1 Spring Semester ACCTG 6001 Managerial Accounting (first half) (1.5) MGMT 6040 Data Analysis II (second half) (continued) FINAN 6020 Financial Management (first half) (continued) POLS 6321 Health Policy (3) MGMT 6060 Production and Operations Mgmt (3)</p>
<p>Year 2 Fall Semester FPMD 6600 Social Context of Med & Pub Health (3) MGMT 6310 Business Law (3) MGMT 6810 Entrepreneurship and Emerging Bus (3)</p>	<p>Year 2 Spring Semester MGMT 6540 Ethics of Management (last half) (1.5) MKTG 6550 Marketing for Health Professionals (3) FPMD 6401 Health Policy & Managed Care (2) MHA 6800 Current Issues in Healthcare Administration (3)</p>
<p>Year 2 Summer Semester MHA 6900 Healthcare Administration Internship (5)</p>	

Sample Program
MHA degree only
3 semesters + internship

<p>Year 1 Fall Semester ACCTG 6000 Financial Accounting (3) MGMT 6040 Data Analysis I (First half) (3.0) FINAN 6020 Financial Management (Second half) (3) ECON 6190 Health Economics (3) MGMT 6051 Organizational Behavior (3) FPMD 6600 Social Context of Med & Pub Health (3)</p>	<p>Year 1 Spring Semester ACCTG 6001 Managerial Accounting (first half) (1.5) MGMT 6040 Data Analysis II (second half) (continued) FINAN 6020 Financial Management (first half) (continued) POLS 6321 Health Policy (3) HEDU 6100 Program Evaluation (3) MGMT 6670 Services Operations (3) MGMT 6710 Strategy and Technology (3)</p>
<p>Year 2 Fall Semester MHA 6900 Healthcare Administration Internship (5)</p>	<p>Year 2 Spring Semester FPMD 6401 Health Policy and Managed Care (2) FPMD 6603 Law & Medicine (2) MGMT 6540 Ethics of Management (last half) (1.5) MKTG 6550 Marketing for Health Professionals (3) MHA 6800 Current Issues in Healthcare Administration (3)</p>

Appendix C: Faculty

Partial List of Faculty Currently Teaching Health Administration Emphasis Courses

Faculty Member	Department	Rank	Degrees	School
Sandra J. Parkes	Academic Outreach & Continuing Education	Visiting Assistant Professor	D.P.A	Arizona State University
Robert D. Allen	Accounting & Information Systems	Associate Professor	Ph.D. MAcc	Michigan State University Brigham Young University
Jerry Carvalho	Accounting & Information Systems	Lecturer	MBA	University of Utah
Jeff Doyle	Accounting & Information Systems	Assistant Professor	Ph.D.	University of Michigan
Paul Hu	Accounting & Information Systems	Associate Professor	Ph.D. MIS	University of Arizona
Taylor Randall	Accounting & Information Systems	Associate Professor	Ph.D. MBA	University of Pennsylvania
Olivia Sheng	Accounting & Information Systems	Presidential Professor	Ph.D.	University of Rochester
Polly Wiessner	Anthropology	Professor	Ph.D.	University of Michigan, Ann Arbor
Korkut Erturk	Economics	Assistant Professor	Ph.D.	New School for Social Research
Qayyim Said	Pharmacology Research Center	Assistant Professor	Ph.D. MA	University of Utah University of Essex
Gabriel A. Lozada	Economics	Associate Professor	Ph.D.	Stanford University
Norman J. Waitzman	Economics	Associate Professor	Ph.D.	American University
Michael K. Gardner	Educational Psychology	Professor	Ph.D. MS	Yale University
Lillian Tom-Orme	Family & Preventive Medicine	Assistant Professor	Ph.D. MSPH	University of Utah
Fred Gottlieb	Family & Preventive Medicine	Associate Professor	MD	University of Utah
Ann E. LaPolla	Family & Preventive Medicine	Lecturer	M.P.H.	University of Utah
Dean A. Byrd	Family & Preventive Medicine	Adjunct Professor	Ph.D., M.B.A., M.P.H.	Brigham Young University
Douglas J. Hammer	Family & Preventive Medicine	Associate Professor	M.P.H., J.D.	University of Utah
George L. White, Jr.	Family & Preventive Medicine	Professor	Ph.D. MSPH	University of Utah
J. Lynn Lyon	Family & Preventive Medicine	Professor	M.P.H., M.D.	University of Utah Harvard University
Steve Alder	Family & Preventive Medicine	Assistant Professor	Ph.D. MA	University of Utah
Karl Linz	Finance	Associate Professor	Ph.D. MBA	University of North Carolina University of California, Los Angeles
Scott Shafer	Finance	Associate Professor	Ph.D.	Stanford University
Jeffrey B. Flinders	Health Promotion & Education	Lecturer	M.B.A., M.P.H.	San Diego State University
Leslie Francis	Law/Philosophy	Professor	Ph.D., J.D.	University of Michigan University of Utah
Abe Bakhsheshy	Management	Lecturer	Ph.D.	University of Utah
Kristina Diekmann	Management	Associate Professor	Ph.D.	Northwestern University
Mark Grosser	Management	Adjunct Instructor	M.B.A.	Brigham Young University
Blaine Hoefling	Management	Lecturer	JD	University of Utah
Karen Fladmoe-Lindquist	Management	Associate Professor	Ph.D.	University of Minnesota

Gerardo Okhuysen	Management	Associate Professor	Ph.D.	Stanford University
William Schulze	Management	Associate Professor	Ph.D. MBA	University of Colorado, Boulder
Harris Sondak	Management	Associate Professor	Ph.D.	Northwestern University
Markus Vodosek	Management	Assistant Professor	Ph.D. MBA	University of Michigan Portland State University
Don G. Wardell	Management	Associate Professor	Ph.D.	Purdue University
Debra Scammon	Marketing	Professor	Ph.D. MS	University of California-Los Angeles
Joyce Mitchell	Medical Informatics	Professor	Ph.D.	University of Wisconsin
Scott Williams	Medical Informatics	Adjunct Assistant Professor	MD, MPH	University of Utah
Richard J. Sperry	Medicine	Professor	M.D., Ph.D.	University of Utah
Rosemary B. Field	Nursing	Assistant Professor	M.S.	University of Utah
Marilyn L. Stewart	Nursing	Associate Professor	M.B.A.	University of California at Irvine
Jackie A. Smith	Nursing	Clinical Assistant Professor	Ph.D.	University of Utah
Cindy Squire	Nursing	Clinical Instructor	M.S.	University of Utah
Carole Gassert	Nursing	Associate Professor	Ph.D., RN	University of Texas, Austin
Margaret Battin	Philosophy	Professor	Ph.D. MFA	University of California at Irvine
Gary Nakao	Political Science	Adjunct Associate Professor	Ph.D.	University of Utah
Michael Zuhl	Political Science	Adjunct Associate Professor	M.P.A	University of Utah
Daniel Levin	Political Science	Associate Professor	Ph.D., MA	University of Wisconsin-Madison University of North Carolina
Howard Lehman	Political Science	Associate Professor	Ph.D.	University of Minnesota
Robert Huefner	Political Science	Professor	D.B.A	Harvard University
Steve Alder	Public Health	Assistant Professor	Ph.D.	University of Utah
Wen Kuo	Sociology	Professor	Ph.D., MA	Johns Hopkins University State University of New York

Appendix D: Joint Programs of Study

Example Programs of Study for Students in Joint Program Options

Course No.	Course Name	MBA Credits	MPA Credits	MPH Credits	MHA Credits
MBA					
Acctg 6000	Financial Accounting	3			3
Acctg 6001	Managerial Accounting	1.5			1.5
Finan 6020	Financial Management	3			3
Finan 6025	Managerial Economics	1.5			
IS 6010	Information Systems	1.5			1.5
MBA 6000	Career Strategies	0.5			
MBA 6800	Field Study	3			
MBA 6810	Field Study	1.5			
MGT 6040	Data Analysis & Decision Making	3			3
MGT 6050	Foundations of Teamwork	1.5			
MGT 6051	Managing/Leading in Organizations	3			
MGT 6052	Business Communications	1.5			
MGT 6060	Production/Operations Mgmt	3			
MGT 6070	Business Strategy	3			
MKTG 6090	Marketing Management	3			
Electives	Unique to MBA	16.0			
Electives	12 MHA credits may be counted toward MBA	12			
	Total Credit Hours	62.5			

Appendix D : Joint Programs of Study (continued)

Course No.	Course Name	MBA Credits	MPA Credits	MPH Credits	MHA Credits
MPA					
PADMN 6220	Constitutional Law		3		
PADMN 6230	Administrative Law		3		3
PADMN 6289	Research Design for Public Admin		3		
PADMN 6300	Administrative Theory		3		
PADMN 6330	Practice of Public Management		3		
PADMN 6360	Public Human Resource Mgmt		3		
PADMN 6380	Public Budgeting & Finance		3		3
PADMN 6870	Public Admin and Ethics		3		3
PADMN 6890	Capstone in Public Admin		3		
Concentration	From approved list		3		3
	12 MHA credits may be counted toward MPA		12		
	Total Credit Hours		42		
MPH					
FPMD 6100	Introduction to Biostatistics			3	3
FPMD 6300	Introduction to Epidemiology			3	
FPMD 6401	Health Policy & Managed Care Systems			2	2
FPMD 6500	Introduction to Public Health			3	
FPDM 6600	Social Context of Medicine and Public Health			3	3
FPMD 6700	Environmental Health Problems			3	
FPMD 6960	Public Health Practicum			6	
	Health Care Administration: Occupational and				
FPMD 6400	Environmental Health and Safety			3	
FPMD 6404	Health Services Administration			3	
	Approved Elective Courses - MHA credits may be				
FPMD electives	counted toward MPH			8	4
	Total Credit Hours			34	

Appendix E : Commission on Accreditation of Healthcare Management Education
(CAHME)

Curriculum Content Requirements Mapped to MHA Courses

The required curriculum must include a body of knowledge, understanding, skills and values relevant to health administration core competencies. These are outlined below:

III.B.1. Structuring, marketing, positioning, and governing health organizations to achieve optimum performance.

HEDU 6790	Health Services Administration
HEDU 6100	Program Evaluation
MKTG 6550	Marketing for Health Professionals
NURS 6003	Program Planning and Development
MHA 6800	Current Issues in Healthcare Administration

III.B.2. Financial management of health organizations.

ACCTG 6000	Financial Accounting
ACCTG 6001	Managerial Accounting
FINAN 6020	Financial Management

III.B.3. Leadership, interpersonal relations, conflict and change management, and written and oral communications skills.

MGMT 5680	Human Behavior in Organizations
MGMT 6051	Managing and Leading in Organizations
HEDU 6790	Health Services Administration

III.B.4. Managing human resources and health professionals in diverse organizational environments (e.g., hospitals, clinics, home health agencies, insurers, pharmaceutical firms).

HEDU 6790	Health Services Administration
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III.B.5. Managing information including the collection, the statistical and non-statistical analysis, and summarizing management and health data for decision-making.

Various	Graduate level statistics course (e.g., MGMT 6040 Data Analysis & Decision Making)
NURS 6003	Program Planning & Development
HEDU 6100	Program Evaluation

III.B.6. Economic analysis to support decision-making.

MGMT 6040	Data Analysis & Decision Making
Other relevant statistics courses from ECON, POLS	
ECON 6190	Health Economics

III.B.7. Legal and ethical analysis applied to business and clinical decision-making.

POLS 6230 Administrative Law
FPMD 6603 Law & Medicine I
FPMD 6604 Law & Medicine II
LAW 7360 Health Law
MGMT 6310 Business Law

PADMN 6870 Public Administration and Ethics
MGMT 6540 Ethics of Management
PHIL 6500 Contemporary Ethical Theory
PHIL 6520 Advanced Bioethics

III.B.8. Government health policy formulation, implementation, and evaluation.

ECON 6190 Health Economics
FPMD 6600 Social Context of Medicine and Public Health
POLS 6321 Health Policy
FPMD 6410 Health Policy and Managed Care
MHA 6800 Current Issues in Healthcare Administration

III.B.9. Assessment and understanding of the health status of populations, determinants of health and illness, and health risks and behaviors in diverse populations.

HEDU 5100 Health Care in the United States
FPMD 6600 Social Context of Medicine and Public Health
Exposure in Clinical Informatics

III.B.10. The management of change in health care organizations in diverse communities drawing broadly on the social and behavioral sciences.

MGMT 6590 Managing the Global Workforce
POLS 6630 Foundations of International Organizations
FPMD 6600 Social Context of Medicine and Public Health
Exposure in Healthcare Administration in a Global Context

III.B.11. Quality assessment of both business practices and health care delivery focusing on outcomes measurements, process/outcome relationships, and methods for process improvement.

MGMT Production and Operations Management
MGMT Services Operations
MGMT Quality Improvement
IS 6410 Process Analysis and IS Project Management
NURS 6003 Program Planning & Development
HEDU 6100 Program Evaluation

III.C.1. The program will ensure that students apply critical thinking and problem solving skills as well as management knowledge and skills in appropriate situations.

Various	Graduate level statistics courses (e.g., MGMT 6040 Data Analysis & Decision Making)
MHA 6800	Current Issues in Healthcare Administration
MHA 6900	Internship in Healthcare Administration
	Exposure in Technology Venture Development

III.C.2. The curriculum will include integrative experiences that demonstrate students' ability to draw upon and apply material covered throughout the program of study and to demonstrate skills in continuous learning through information access, synthesis and use in critical thinking.

MHA 6800	Current Issues in Healthcare Administration
MHA6900	Healthcare Administration Internship

Appendix F: CAHME Accredited Healthcare Administration Programs

CAHME ACCREDITED Health Care Administration Programs			
University	MHA Degrees	Joint Degrees	Other Degrees
Ordered by US News & World Report, 2003 Ranking			
1 - University of Michigan		MHSA/MBA	MHSA, MPH (OJ/OC)
2 - University of North Carolina at Chapel Hill	MHA		MSPH
3 - University of Pennsylvania			MBA
4 - Northwestern University			MM
5 - University of Minnesota	MHA		MHSA
6 - University of Washington-Seattle	MHA		
7 - Virginia Commonwealth University	MHA		MSHA
8 - University of California - Berkeley			MPH
9 - University of California - Berkeley		MBA/MPH	
10 - University of Alabama at Birmingham		MSHA/MBA	MSHA
11 - Johns Hopkins University	MHS		
12 - University of California - Los Angeles		MBA/MPH	MPH
13 - University of Iowa	MHA		
14 - Duke University			MBA
15- Ohio State University	MHA		
16 - Boston University			MBA/HCM
17 - New York University			MPA
18 - University of Missouri-Columbia	MHA		
19 - Washington University - St. Louis	MHA		
20 - Arizona State University			MHSA
21 - Pennsylvania State University	MHA		
22 - Saint Louis University	MHA	MHA/MBA, MHA/JD	
23 - Trinity University			MS
24 - U.S. Army-Baylor University	MHA		MSBA
25 - University of Colorado at Denver		MSHA/MBA	MSHA
26 - University of Pittsburgh	MHA		
27- George Washington University			MHSA
28 - Georgia State University	MHA	MBA/MHA	MSHA
Accredited Programs not ranked by US News & World Reports			
University of Arkansas for Medical Sciences			MSHA
Armstrong Atlantic State University			
Baruch College/CUNY		MBA/HCA	
California State University, Long Beach		MS/HCA	
University of Central Florida			MSHA-HSA
Cleveland State University		MBA/HCA	
University of Colorado at Denver/Network for Healthcare Management			MSHA

Cornell University	MHA		
Delhousie University			MSHA
University of Florida	MHA		
Governors State University	MHA		
University of Houston, Clear Lake	MHA	MHA/MBA	
Indiana University	MHA		
University of Kansas Medical Center			MSHA
University of Kentucky	MHA		
Kings College			MSHA
Marymount University			MSHCM
Medical University of South Carolina	MHA		
University of Memphis	MHA		
University of Miami			EMBA-HA
Universite de Montreal			MSc
University of North Florida	MHA		
University of Oklahoma	MHA		
University of Puerto Rico			MSHA
Rush University			MS-HSM
San Diego State University			MPH
University of Scranton	MHA		
Simmons College	MHA		
University of South Carolina	MHA		
University of Southern California	MHA		
University of Southern Maine			MS HPM
University of St. Thomas			MBA
Temple University			MBA
Texas State University, San Marcos	MHA		
Texas Tech University			MBA (HOM)
Texas Woman's University, Houston			MS
University of Toronto			MHSc
Tulane University	MHA	MBA/MHA; JD/MHA	
Union College			MBA-HSA
Washington State University Spokane			MHPA
Winder University		MHA/MBA	
Xavier University			MSHA
Yale University			MPH