

## Florida Board of Governors

### Request to Offer a New Degree Program

University of South Florida  
University Submitting Proposal

Fall 2009  
Proposed Implementation Date

College of Business  
Name of College or School

All Departments in COB  
Name of Department(s)

GEB  
Academic Specialty or Field

Master of Science in Healthcare  
Industry Management  
Complete Name of Degree  
(Include Proposed CIP Code)

**The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.**

Date Approved by the University Board of Trustees	President	Date
Signature of Chair, Board of Trustees	Date	Vice President for Academic Affairs
		Date

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Student Enrollment (From Table 1)		Projected Program Costs (From Table 2)		
	HC	FTE	Total E&G Funding	Contract & Grants Funding	E&G Cost per FTE
Year 1	12	6.750	30,000.00		4,444.00
Year 2	18	10.125			
Year 3	24	13.500			
Year 4	24	13.500			
Year 5	30	16.875	40,000.00		2,370.00

*Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed.*

## **INTRODUCTION**

### **I. Program Description and Relationship to System-Level Goals**

- A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.**

The Master of Science degree in Healthcare Industry Management (MSHIM) at the University of South Florida (USF) is an interdisciplinary, multi-department program designed to provide students with analytical skills and content expertise in the field of healthcare systems and operations. The proposed program students come from diverse academic backgrounds; including liberal arts, the sciences, business, and health professions. No undergraduate discipline is favored in the admissions process and no specific undergraduate courses are required. Students complete the degree as a stand-alone master degree. Offering the MSHIM 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. Currently there are no programs offered at USF that is accredited by this prestigious accreditation body. Since the program will be offered under the umbrella of College of Business (COB) it will immediately fall under the scope of AACSB International (The Association to Advance Collegiate Schools of Business) accreditation along with the other COB degree programs. With an estimate of 9,000 business schools internationally USF College of Business is one of the select 15% colleges and schools that are accredited by this most prestigious global accreditation body.

The degree includes coursework in law and ethics, strategic information systems management, operations management, process control and quality, finance and economics, healthcare supply chain management, are some of the areas of great concern in healthcare today. Finally, the degree adds an essential Selected Topic Seminar 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.

- B. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which goals the program will directly support and which goals the program will indirectly support. (See the SUS Strategic Plan at <http://www.flbog.org/StrategicResources/> )**

The proposed MSHIM degree is in perfect alignment with the Board of Governors adopted the State University System of Florida's Strategic Plan 2005-2013 as well as USF's Strategic Plan 2007-2012.

- Goal 1: Access to and production of degrees

- Access to MSHIM degree from eight county area.
- Goal 2: Meeting statewide professional and workforce needs  
The proposed program is in full alignment with the BOG's Strategic Plan, Appendix I and II
- Goal 3: Building world-class academic programs and research capacity  
There are only about 15% of worldwide college of businesses that are AACSB accredited and among those there are only a handful of Business schools that offer degrees that are similar to the proposed MSHIM (Northwestern, Arizona State, Temple, Georgia State, and such).
- Goal 4: Meeting community needs and fulfilling unique institutional responsibilities  
The proposed degree is intensely supported by the industry, county administrations as well as prominent health care providers such as Manatee Memorial and Sarasota Memorial Community Hospitals.

## **INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY**

### **II. Need and Demand**

- A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.**

Health expenditures are estimated to be \$2.16 trillion in 2006, and are projected to rise to over \$4 trillion in 2015. Per person health spending is \$7,110 2005 and is projected to increase to \$12,320 by the end of the period. Health spending continues to increase much faster than the overall economy (i.e., gross domestic product, or GDP) (for detailed study please refer to: <http://www.kff.org/insurance/snapshot/chcm050206oth2.cfm>). The issues, challenges and opportunities in health care system present us a great opportunity to offer the proposed MSHIM program.

The uniqueness of the program is in its approach to the challenges faced by the healthcare system. Considering that healthcare is a system that is being pulled from many directions we are compelled to channel our efforts from an industry perspective rather than a policy issue. The healthcare challenges are not confined at home, internationally, healthcare costs are also rising rapidly, and many nations are looking to our country for models to help them deal with this problem. Simultaneously, an explosion of technology has occurred that will require managers have a new set of skills, coupled with knowledge of traditional healthcare organizations. To meet the educational challenges of this rapidly evolving field, the MSHIM provides students with a managerial and technical foundation for careers in consulting in multitude of fields such as medical products, pharmaceuticals, biotechnology, financial services, venture capital, health care systems, health plan management and insurance, associations and government. According to Bureau of Labor Occupational Outlook 2004-2014, Management, Business and Financial

occupation comprise 4.4 % of the healthcare field and is estimated to expand at 28.3%. However, these numbers do not include the industry specific opportunities which are spread though out unique requirements of the specific field (e.g. insurance, medical products manufacturing, pharmaceuticals, health facility construction, etc.).

**B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.**

The most recent resounding demand came from several area hospitals as well as county officials specifying their need for employees who are specifically trained in healthcare systems and operations to better streamline their operations. Students attending Fall 2007 master course in Information Technology for Medical Care have indicated their distinct interest for specialization for both personal and organizational benefits.

**C. If similar programs (either private or public) exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of any communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). Provide data that support the need for an additional program.**

There are four universities in the state of Florida that offers programs that are CAHME accredited.

University of Central Florida:

College of Health and Public Affairs: MS in Health Services

University of Florida:

College of Public Health and Health Professions: Master of Health Administration

University of North Florida:

Brooks College of Health: Master of Health Administration

University of Miami:

School of Business: Weekend MBA – Health Professionals  
Master of Public Administration

It should be noted that other than none of the Florida SUS schools offer a similar program to MSHIM and only University of Miami (non-public) offers their masters program (which is not comparable to MSHIM) in the School of Business.

It is distinctly clear that **University of South Florida and College of Business** would be a model institution in the Florida SUS offering such comprehensive and prestigious degree that would be comparable to a few quality programs that are offered by nationally prestigious universities such as *Northwestern University, University of California Berkeley, University of Texas at Dallas, Arizona State University, Georgia State University, and Boston University,*

which house their MS in Healthcare degrees in the business schools backed with the AACSB accreditation.

- D. Use Table 1 (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.**

The enrollment projections are based on attracting students from industry who seek to specialize in the healthcare systems and operations area. The potential for joint degree would increase students participating in certain classes and not shift them from their current graduate program. Furthermore, the MSHIM offers an opportunity to those students who are currently enrolled in health sciences programs and may not be able to pursue a medical degree at the end of their premed studies, it was indicated that there are about 3,000 or more students in the USF system that would be in search of a degree that would augment their undergraduate studies in health related field.

The enrollment projections are also supported by the feedback received from Center for Research in Healthcare Systems and Policies (a BOG approved center) which is actively involved in healthcare industry related studies in the community. The demand for specialized tactical and operational level skill sets in healthcare setting is emphasized by many institutions. Furthermore, multitudes of service oriented businesses operating in the health industry periodically have been inquiring about potential graduating students with such skills.

- E. Indicate what steps will be taken to achieve a diverse student body in this program, and identify any minority groups that will be favorably or unfavorably impacted. The university's Equal Opportunity Officer should read this section and then sign and date in the area below.**

Healthcare industry inherent to its nature operates in a diverse setting. It is only natural to attract students from a diverse pool of candidates. The sheer concern of healthcare in a global setting further encourages us to recruit a diverse body of students, instructors and faculty. The College of Business thus MSHIM fully supports the University of South Florida's Mission, Goals, Values, and Vision as they relate to diversity.

We will work in our capacity to pursue:

- A diverse faculty and staff that mirror the students we educate.
- A diverse student population that reflects and embraces our entire population.
- A profession that is responsible for the inclusion of all persons.

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Equal Opportunity Officer

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Date

**TABLE 1-B  
PROJECTED HEADCOUNT FROM POTENTIAL SOURCES  
(Graduate Degree Program)**

Source of Students (Non-duplicated headcount in any given year)*	Year 1		Year 2		Year 3		Year 4		Year 5	
	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Individuals drawn from agencies/industries in your service area (e.g., older returning students)	6	3.37 5	16	9	14	7.87 5	14	7.87 5	16	9
Students who transfer from other graduate programs within the university**	0	0	0	0	0	0	0	0	0	0
Individuals who have recently graduated from preceding degree programs at this university	4	2.25	10	5.625	6	3.37 5	6	3.37 5	8	4.5
Individuals who graduated from preceding degree programs at other Florida public universities	2	1.12 5	4	2.25	4	2.25	4	2.25	4	2.25
Individuals who graduated from preceding degree programs at non-public Florida institutions	0	0	0	0	0	0	0	0	2	1.125
Additional in-state residents***	0	0		16.87 5	0	0	0	0	0	0
Additional out-of-state residents***	0	0	0	0	0	0	0	0	0	0
Additional foreign residents***	0	0	0	0	0	0	0	0	0	0
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
<b>Totals</b>	<b>12</b>	<b>6.75</b>	<b>30</b>	<b>33.75</b>	<b>24</b>	<b>13.5</b>	<b>24</b>	<b>13.5</b>	<b>30</b>	<b>16.88</b>

\* List projected yearly cumulative ENROLLMENTS instead of admissions

\*\* If numbers appear in this category, they should go DOWN in later years.

\*\*\* Do not include individuals counted in any PRIOR category in a given COLUMN.

### III. Budget

- A. Use Table 2 to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.)

The program would not require resources to be shifted.

**TABLE 2  
PROJECTED COSTS AND FUNDING SOURCES**

Instruction & Research Costs (non-cumulative)	Year 1						Year 5				
	Funding Source					Subtotal E&G and C&G	Funding Source				Subtotal E&G and C&G
	Reallocated Base* (E&G)	Enrollment Growth (E&G)	Other New Recurring (E&G)	New Non-Recurring (E&G)	Contracts & Grants (C&G)		Continuing Base** (E&G)	New Enrollment Growth (E&G)	Other*** (E&G)	Contracts & Grants (C&G)	
Faculty Salaries and Benefits	0	0	0	0	0	\$0	0	0	0	0	\$0
A & P Salaries and Benefits	0	0	0	0	0	\$0	0	0	0	0	\$0
USPS Salaries and Benefits	0	0	0	0	0	\$0	0	0	0	0	\$0
Other Personnel Services	0	0	0	0	0	\$0	0	0	0	0	\$0
Assistantships & Fellowships	0	0	0	0	0	\$0	0	0	0	0	\$0
Library	0	0	0	0	0	\$0	0	0	0	0	\$0
Expenses	0	0	0	0	0	\$0	0	0	0	0	\$0
Operating Capital Outlay	30,000	0	0	0	0	\$30,000	40,000	0	0	0	\$40,000
Special Categories	0	0	0	0	0	\$0	0	0	0	0	\$0
<b>Total Costs</b>	<b>\$30,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$30,000</b>	<b>\$40,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$40,000</b>

\*Identify reallocation sources in Table 3.

\*\*Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and "other new recurring") from Years 1-4 that continue into Year 5.

\*\*\*Identify if non-recurring.

#### Faculty and Staff Summary

Total Positions (person-years)	Year 1	Year 5
Faculty	0	0
A & P	0	0
USPS	0	0

#### Calculated Cost per Student FTE

	Year 1	Year 5
Total E&G Funding	\$30,000	\$40,000
Annual Student FTE	6.75	16.875
E&G Cost per FTE	\$4,444	\$2,370

**B. If other programs will be impacted by a reallocation of resources for the proposed program, identify the program and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).**

No new resources will be needed. Course offerings can be scheduled with existing faculty within the offerings already slated in the COB's various MS and MBA programs. The application area and elective courses will be offered by existing COB faculty.

**C. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).**

The MSHIM is designed to efficiently utilize the available academic resource without creating a demand for additional faculty or staffing. The proposed program in MSHIM is an example of collaborative effort not only among departments and colleges but also between campuses, contribution to the overall mission of the USF as well as BOG. Such collaboration should be regarded as a model for resource maximization while meeting the needs of the community as well as supporting the academic aspirations of the university.

**D. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.**

In our discussions with Sarasota County Health Department we have been informed about availability of paid graduate internship program and potentially limited number of annual scholarship for qualified students. Likewise area hospitals are interested in cooperating to offer practicum within their facilities. Similar interest is reflected by the Manatee County Administration.

#### **IV. Projected Benefit of the Program to the University, Local Community, and State**

**Use information from Table 1, Table 2, and the supporting narrative for "Need and Demand" to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.**

The need for this program is underscored by the projections and reports released by many entities such as Bureau of Labor Statistics, Tampa Bay Partnership Center for Business Intelligence, but most telling is the University of South Florida's own initiative to meet the needs of the students by offering alternative degrees in "Emerging Health Professions". Needless to say USF is responding to the needs of the local as well as broader communities. The proposed MSHIM parallels the efforts of USF and of the state government. As more college bound students are redirected to community colleges the demand for educators who are qualified to teach at will be amplified. Thus, graduates with a Masters Degree from an AACSB accredited College of Business will be highly sought after. This is a win win proposition for the university, community, and for the individual. One statistics on this matter indicates that the number of Medical and Health Services Managers in Florida is expected to grow at an annual average rate of 2.5% (247 positions per year) through the year 2014 as health services expand and diversify. Likewise, job prospects for registered health information administrators are very good through 2008. According to the Bureau of Labor Statistics, this field is expected to grow much faster than other occupations. According to the American Health Information Management Association (AHIMA), entry-level salaries average between \$40,000 and \$75,000.

#### **V. Access and Articulation – Bachelor's Degrees Only**

- A. If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a request to the BOG for an exception along with notification of the program's approval. (See criteria in BOG Regulation 6C-8.014)**

Not Applicable

- B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see Common Prerequisite Manual <http://www.facts.org>). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as "limited access."**

**If the proposed prerequisites are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional "track" of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program.**

**Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.**

Not Applicable

- C. If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that community college transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in BOG Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.**

Not Applicable

- D. If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see Statewide Articulation Manual <http://www.facts.org>). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.**

Not Applicable

## **INSTITUTIONAL READINESS**

### **VI. Related Institutional Mission and Strength**

- A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.**

The proposed MSHIM is fully consistent with the SUS Strategic Plan, the University strategic plan. The proposed MS program is specifically in absolute concurrence with the Goals II, and III as stated in the USF 2007-2012 Strategic plan.

- B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.**

The proposed MSHIM has found its genesis from the research activities of several faculties in the COB and benefited from the formation of Center for Research in Health Care Systems and Policies (CRHSP: <http://www.crhsp.usf.edu/index.html>). Since 2005 the center has been a catalyst between healthcare industry and USF in providing extensive research avenues. Such relationships with the stakeholders have naturally led us responding to their need; a program that is well connected with the healthcare industry which leverages the USF's research prestige and teaching excellence.

- C. Provide a narrative of the planning process leading up to submission of this proposal.**

**Include a chronology (table) of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.**

The initial idea was seeded when USF S-M was awarded with the Health Resources Services Administration (HRSA) grant from Department of health. In the past two and years we have been building our research, academic, and community basis. We have accomplished these in a mutually beneficial manner with the COB and its various departments. Our collaborative research productivity and faculty involvement from both campuses has fostered a strong presence in the healthcare circuits in Manatee and Sarasota counties.

**Planning Process**

Date	Participants	Planning Activity
2005	Dr. Hikmet, Dr. French	Seeded the idea for a graduate program in HC
2006	Dr. Hikmet, Dr. French, county officials	Discussed and outlined the plans for MS degree.

**Events Leading to Implementation**

Date	Implementation Activity
2007	Developed official proposal.

**VII. Program Quality Indicators - Reviews and Accreditation**

**Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.**

COB administration and regional campus management has extensive experience with SACS and AACSB accreditation efforts.

**VIII. Curriculum**

**A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor’s degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.**

The primary objective of the Master of Science degree in Healthcare Industry Management is to develop healthcare business leaders for the 21st century. Graduates of MSHIM will be trained to be the future industry leaders with a sound foundation in business analysis and decision-making skills operating in public and private sectors. They will be prepared to deal with the complex and rapidly changing world of healthcare delivery in which access, quality, and efficiency must be balanced.

**B. Describe the admission standards and graduation requirements for the program.**

Admission to the MSHIM Program is open to all qualified men and women holding a four-year bachelor's degree from an accredited institution in the United States or from a recognized academic institution in a foreign country.

There is a non-refundable application fee of \$30 (check or money order drawn on US currency).

The admission decision is based on the following:

- Upper level undergraduate GPA of 3.0 or better (typically the last 60 hours).
- Graduate Management Admission Test (GMAT) score of 500 or higher, or
- A score of at least 430 (V) and 570 (Q) on the GRE.
- International applicants from non English-speaking countries must also have a TOEFL score of 550 or higher on the written version, a minimum score of 213 on the computer-based test or a 79 on the internet-based test.
- Completed Admission form
- Updated resume.
- Three letters of recommendation.
- Statement of Purpose
- Two transcripts from every institution of higher learning attended.

**C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.**

The MSHIM 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 required to be taken by an individual student, the total credit hours for the MSHIM program will be between 30 to 45 credit hours. Students who have taken any of the Business Core courses (or equivalent courses) within the last five years at an AACSB accredited program and attained a grade of B (3.0) or better would be waived from such courses. However, student who waive out of any of the Business Core courses will be required to select a sufficient number of electives to increase their total number of credit hours to the required minimum of 30.

The curriculum structure of study in the MSHIM would be:

<b>Courses</b>	<b>Credit Hours</b>
Business Core Courses	0 – 21
Application Area Courses	18
Required Elective Courses	6
Total Hours	30-45

### **Business Core (Required)**

<b>Course Code</b>	<b>Course Description</b>	<b>Credits</b>
ACG 6025	Financial Accounting for Managers	2
ACG 6075	Managerial Accounting and Control	2
ECP 6702	Managerial Economics	2
FIN 6406	Financial Management	3
GEB 6445	Social, Ethical, and Legal Systems	2
ISM 6021	Management Information Systems	2
MAN 6055	Human Behavior and Organization	2
MAR 6815	Marketing Management	2
QMB 6305	Managerial Decision Analysis	2
QMB 6603	Operations Management and Quality Enhancement	2
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### **Healthcare Industry Management Core (Required)**

<b>Course Code</b>	<b>Course Description</b>	<b>Credits</b>
FIN 6XXX	Financial Assessment and Evaluation of Healthcare Entities	3
GEB 6930	Selected Topics: Seminar in Healthcare Industry Management	3
GEB 6XXX	Advanced Strategic Management in Healthcare	3
ISM 6XXX	Strategic Use of Information Technology in Healthcare	3
MAN 6XXX	Overview of Healthcare Industry and U.S. Health System	3
MAR 6XXX	Advanced Marketing for Healthcare Sector	3
		<b>18</b>

### **Business & Healthcare Industry Management Electives (Select at least 2)\***

<b>Course Code</b>	<b>Course Description</b>	<b>Credits</b>
ECP 6535	Analysis of Health Care Issues	3
ISM 6360	Project Management	3
MAN 6448	Negotiating Agreement and Resolving Conflict	3
MAN 6XXX	Human Resources Management in Healthcare	3
MAR 6XXX	Healthcare Supply Chain Management	3
QMB 6XXX	Current Issues in Healthcare Operations	3
QMB 6XXX	Health Service Research and Evaluation Methods	3

\* Student who waive out of any of the Business Core courses will be required to select a sufficient number of electives to increase their total number of credit hours to the required minimum of 30.

**D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.**

**Course Sequence:**

**Year 1**

<b>Fall</b>	<b>Summer</b>	<b>Spring</b>
Managerial Accounting and Control	Financial Accounting for Managers	Financial Management
Social, Ethical, and Legal Systems	Managerial Economics	Operations Management and Quality Enhancement
Managerial Decision Analysis	Management Information Systems	Human Behavior and Organization

**Year 2**

<b>Fall</b>	<b>Summer</b>	<b>Spring</b>
Marketing Management	Financial Assessment and Evaluation of Healthcare Entities	Selected Topics: Seminar in Healthcare Industry Management
Overview of Healthcare Industry and U.S. Health System	Advanced Strategic Management in Healthcare	Advanced Marketing for Healthcare Sector
Strategic Use of Information Technology in Healthcare	Elective	Elective

**E. Provide a one- or two-sentence description of each required or elective course.**

**Business Management Core Requirements (21 credit hours)**

**ACG 6025 Financial Accounting for Managers (2 credit hours)**

This is an introduction to selected financial accounting and reporting topics, with an emphasis on understanding the information provided in financial statements and the related footnotes.

**ACG 6075 Managerial Accounting and Control (2 credit hours)**

This is an introduction to selected management tools from a managerial accounting perspective, including cost behavior, budgeting, internal performance measurement and evaluation, and activity-based costing. (Prerequisite: ACG 6025 Financial Accounting)

**ECP 6702 Managerial Economics (2 credit hours)**

This course presents the microeconomic theory of price determination in an exchange economy with special emphasis on the behavior of firms in various market structures.

**FIN 6406 Financial Management (3 credit hours)**

The study of processes, decision structures, and institutional arrangements pursuant to the acquisition and utilization of funds by a firm. The course includes the management of the asset and liability structures of the firm under both certainty and uncertainty. (Prerequisites: ACG 6025 Financial Accounting and ECP 6702 Managerial Economics)

**MAN 6055 Human Behavior and Organization (2 credit hours)**

This course examines both individual and group behavior in organizations. Individual behavior is analyzed and discussed from the perspectives of learning, perception, attitudes, personality, stress, and motivation. Social behavior and organizational processes considered include group formation, structure and processes, leadership, communication, decision-making, power, politics and conflict.

**ISM 6021 Management Information Systems (2 credit hours)**

This course is an introduction to the fundamentals of information systems including an examination of the terminology and concepts used in information technology, alternative methodologies for developing information systems, and the application and impact of information technology in contemporary organizations.

**MAR 6815 Marketing Management (2 credit hours)**

This course examines the idea of being market driven as it applies to consumer and industrial products and services in profit and not-for-profit sectors. Students learn how to assess market opportunities and how to create a market driven plan using product/service, pricing, distribution, and promotion strategies.

**QMB 6603 Operations Management and Quality Enhancement (2 credit hours)**

Principles and concepts of operations management including the foundations of quality. The study of applications of strategic operations planning with the goal of quality enhancement and continuous improvement in both the service and manufacturing environment.

**QMB 6305 Managerial Decision Analysis (2 credit hours)**

This course involves the theory and application of descriptive and inferential statistical methods in the business decision making environment. The use of computerized applications of statistical techniques is emphasized in the production of graphical data analysis, interval estimation, hypothesis testing and multiple regressions.

**GEB 6445 Social, Ethical, Legal Systems (2 credit hours)**

A study of the relationship between business and society. This course examines how business influences and is influenced by society and its institutions, including government. Economic, technological, political, social, and ecological environments are examined within the context of business decision making, ethics, and social responsibility.

## **Healthcare Industry Management Core Requirements (18 credit hours)**

### **MAN 6XXX Overview of Healthcare Industry and U.S. Health System (3 credit hours)**

This course serves as an introduction for healthcare majors. It examines the structure, financing and operation of the US healthcare industry. It analyzes how priorities are established, how services are organized and delivered, factors that influence the cost, quality and availability of healthcare, and opposing positions on the future of healthcare reform.

### **GEB 6XXX Advanced Strategic Management in Healthcare (3 credit hours)**

Explores how healthcare organizations can create sustainable competitive advantage in a volatile, reimbursement driven industry. Topics include external and internal environmental analysis, strategy formulation, organizational design and control and the impact of mergers and alliances on industry performance. Healthcare case studies are used to illustrate key concepts.

### **FIN 6XXX Financial Assessment and Evaluation of Healthcare Entities (3 credit hours)**

Develops the critical skills needed to make financial decisions that reduce risk and increase the economic value of a healthcare organization. Topics include how to read and interpret healthcare financial statements, determining a medical organization's cost of capital, using net present value to make value creating investment decisions; and evaluating the ability to attract and retain capital

### **ISM 6XXX Strategic Use of Information Technology in Healthcare (3 credit hours)**

Examines the critical success factors for the specification, selection and implementation of a healthcare IT system. Topics include analyzing healthcare IT architectures, developing an IT implementation plan and budget, and developing the governance and oversight requirements of a major IT project.

### **GEB 6930 Selected Topics: Seminar in Healthcare Industry Management (3 credit hours)**

Issues in current Healthcare Management. Topics vary from semester to semester.

### **MAR 6XXX Advanced Marketing for Healthcare Sector (3 Credit hours)**

Designed to acquaint health professionals with marketing theory and methods to demonstrate their application to healthcare services and industries, public and private 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.

## **Business & Healthcare Industry Management Electives (Select at least 2)\***

### **MAR 6XXX Healthcare Supply Chain Management (3 credit hours)**

Explores how effectively managing and continuously improving the end-to-end health care supply chain provides a competitive advantage. Topics include supply chain fundamentals, key players in the health care supply chain and their challenges, how the health care supply chain

works, impact of technology on supply chain performance, and lean six sigma methodology. Simulations and case studies will reinforce the learning.

**QMB 6XXX Current Issues in Healthcare Operations (3 credit hours)**

Develops powerful tools to measure and control healthcare costs and improve operating performance. Topics include identifying and controlling important medical cost drivers, using flexible budgeting to improve operating performance, measuring the profitability of individual medical services and developing both financial and non-financial measures of organizational performance. Topics include how to identify and improve key service processes, redesigning critical service processes to improve operating efficiency, and developing products and services that add patient value.

**ECP 6535 Analysis of Health Care Issues (3 credit hours)**

Evolution of medical care industries and government health care policies. International comparisons. Measures of cost-benefit and cost-effectiveness.

**ISM 6360 Project Management (3 credit hours)**

The objective of this course is to become familiar with fundamental issues for managing project management and to develop an understanding of the overall processes of dealing with competing demands in information technology environments.

**MAN 6XXX Human Resource Management in Healthcare. (3 credit hours)**

This course is designed to acquaint students with the basic concepts of human resource management in health care organizations. Principles and organization of the human resource management function are introduced.

**MAN 6448 Negotiating Agreement and Resolving Conflict (3 credit hours)**

Examines negotiating techniques and dispute resolution designs including mediation, arbitration, peer review, and other alternatives to litigation in both domestic and international settings.

**QMB 6XXX Health Services Research and Evaluation Methods. (3 credit hours)**

This course is designed to provide students with the technical skills in health services research, including program evaluation and survey research methods, analytical epidemiology, and collection and analysis of health services data.

- F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and identify if any industry advisory council exists to provide input for curriculum development and student assessment.**
  
- G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking**

**accreditation, if appropriate.**

The program meets the requirements of the AACSB and SACS and will immediately fall under the scope of AACSB accreditation, along with other School of Business degree programs. The MSHIM 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.

Application to CAHME for candidacy accreditation of the MSHIM degree will be sought as soon as the degree is eligible, most likely in 2009. 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 2011. 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.

- H. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs accredited? If not, why?**

Not applicable.

- I. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.**

The MSHIM will be offered concurrently on Tampa and Sarasota campuses in a hybrid mode taking advantage of most current technology installed at the Sarasota campus. There is no need for additional financial support other costs involved for operation and maintenance of the technology.

**IX. Faculty Participation**

- A. Use Table 4 to identify existing and anticipated ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).**

**TABLE 4  
ANTICIPATED FACULTY PARTICIPATION**

Faculty Code	Faculty Name or "New Hire" Highest Degree Held Academic Discipline or Speciality	Rank	Contract Status	Initial Date for Participation in Program	Mos. Contract Year 1	FTE Year 1	% Effort for Prg. Year 1	PY Year 1	Mos. Contract Year 5	FTE Year 5	% Effort for Prg. Year 5	PY Year 5
A	Neset Hikmet, Ph.D. IS/DS	Assoc. Prof.	Tenure	Fall 2009	9	0.75	0.25	0.19	9	0.75	0.25	0.19
A	Maria Caban-Garcia, Ph.D. Accounting	Assist. Prof.	Tenure earning	Fall 2009	9	0.75	0.25	0.19	9	0.75	0.25	0.19
A	Anand Kumar, Ph.D. Marketing	Assoc. Prof.	Tenure	Fall 2010	9	0.75	0.25	0.19	9	0.75	0.25	0.19
A	Cynthia Cohen, Ph.D. Management	Prof.	Tenure	Fall 2009	9	0.75	0.25	0.19	9	0.75	0.25	0.19
A	Scott Besley, Ph.D. Finance	Assoc. Prof.	Tenure	Fall 2010	9	0.75	0.25	0.19	9	0.75	0.25	0.19
A	Gabriel Picone, Ph.D. Economics	Prof.	Tenure	Fall 2009	9	0.75	0.25	0.19	9	0.75	0.25	0.19
A	Murray Cohen, Ph.D. IS/DS	Assoc. Prof.	Tenure	Fall 2009	9	0.75	0.25	0.19	9	0.75	0.25	0.19
	Alan Balfour, Ph.D. Management	Assoc. Prof.	Tenure	Fall 2010	9	0.75	0.25	0.19	9	0.75	0.25	0.19
<b>Total Person-Years (PY)</b>								<b>1.50</b>				<b>1.50</b>

Faculty Code		Source of Funding	PY Workload by Budget Classification	
			Year 1	Year 5
A	Existing faculty on a regular line	Current Education & General Revenue	1.50	1.50
B	New faculty to be hired on a vacant line	Current Education & General Revenue	0.00	0.00
C	New faculty to be hired on a new line	New Education & General Revenue	0.00	0.00
D	Existing faculty hired on contracts/grants	Contracts/Grants	0.00	0.00
E	New faculty to be hired on contracts/grants	Contracts/Grants	0.00	0.00
<b>Overall Totals for</b>			<b>Year 1 1.50</b>	<b>Year 5 1.50</b>

B. Use Table 2 to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 2). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.

C. Provide the number of master's theses and/or doctoral dissertations directed, and the number and type of professional publications for each existing faculty member (do not include information for visiting or adjunct faculty).

Faculty Name	Theses	Dissertations	Professional Publications
Neset Hikmet, Ph.D.			13 Journal; 32 Proceedings
Maria Caban-Garcia, Ph.D.			1 Journal; 10 Proceedings
Anand Kumar, Ph.D.			20 Journal; 10 Proceedings
Cynthia Cohen, Ph.D.			26 Journal; 30 Proceedings; 18 Cases
Scott Besley, Ph.D.			15 Journal; 38 Proceedings ; 2 Book
Gabriel Picone, Ph.D.			16 Journal; 19 proceedings; 1 Book
Murray Cohen, Ph.D.			12 Journal; 30 Proceedings
Alan Balfour, Ph.D.			13 Journal; 4 Proceedings; 1 Book

D. Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.

Annual Unduplicated Student Headcount

	Ethnicity							Gender			Total
	Non Resident Aliens	Black	American Indian	Asian	Hispanic	White	Not Reported	Male	Female	Not Reported	
	Non Resident Aliens	Black	American Indian	Asian	Hispanic	White	Not Reported	Male	Female	Not Reported	Total
	Ethnicity							Gender			
<b>Undergraduate</b>	171	840	31	422	872	4395	136	3515	3341	11	6867
<b>Masters</b>	120	36	2	61	74	616	8	567	348	2	917
<b>PhD</b>	23	3	1	3	4	33	1	43	25	0	68
<b>Total</b>	314	879	34	486	950	5044	145	4125	3714	13	7852

**All Degrees Generated by All  
 Ethnicities All Genders  
 Fall  
 Total University  
 Business  
 All Departments**

Five Year Trend

	2002	2003	2004	2005	2006
<b>ACC - Accounting</b>					
Bachelor	81	73	94	76	82
Masters	20	18	25	12	11
<b>Total</b>	<b>101</b>	<b>91</b>	<b>119</b>	<b>88</b>	<b>93</b>
<b>DEA - Dean's Office</b>					
Bachelor	39	29	64	57	63
Masters	54	90	62	56	42
Doctoral	0	1	2	2	2
<b>Total</b>	<b>93</b>	<b>120</b>	<b>128</b>	<b>115</b>	<b>107</b>
<b>ECN - Economics</b>					
Bachelor	11	10	17	9	11
Masters	2	2	5	3	3
<b>Total</b>	<b>13</b>	<b>12</b>	<b>22</b>	<b>12</b>	<b>14</b>
<b>FIN - Finance</b>					
Bachelor	84	107	128	96	86
<b>Total</b>	<b>84</b>	<b>107</b>	<b>128</b>	<b>96</b>	<b>86</b>
<b>MAN - Management and Organization</b>					
Bachelor	73	80	89	64	69
Masters	0	1	0	0	2
<b>Total</b>	<b>73</b>	<b>81</b>	<b>89</b>	<b>64</b>	<b>71</b>
<b>MKT - Marketing</b>					
Bachelor	86	101	108	79	79
<b>Total</b>	<b>86</b>	<b>101</b>	<b>108</b>	<b>79</b>	<b>79</b>
<b>QMB - Information Sys &amp; Decision Sci</b>					
Bachelor	109	103	75	42	41
Masters	26	15	10	10	13
<b>Total</b>	<b>135</b>	<b>118</b>	<b>85</b>	<b>52</b>	<b>54</b>
<b>SRB - Sarasota - Business</b>					
Masters	0	0	0	0	1
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>Total</b>					
Bachelor	483	503	575	423	431
Masters	102	126	102	81	72
Doctoral	0	1	2	2	2
<b>Total</b>	<b>585</b>	<b>630</b>	<b>679</b>	<b>506</b>	<b>505</b>

## Non-Faculty Resources

- E. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved for all doctoral level proposals.

[Academy of Health Care Management Journal; Cullowhee](#)  Full Text: 2006 - current

[American Journal of Public Health; Washington](#)  Full Text: 1992 - current

[Australian and New Zealand Journal of Public Health; Canberra](#)  Full Text: 1997 - 2001

[Australian Health Review; Sydney](#)  Full Text: 2004 - current


[Business and Health; Montvale](#)

[Community Mental Health Journal; New York](#)  Full Text: 1996 - current, delayed 1 year(s)

[European Journal of Public Health; Oxford](#)  Full Text: 2000 - current, delayed 1 year(s)

[Frontiers of Health Services Management; Ann Arbor](#)  Full Text: 1987 - current

[Health & Beauty Salon; London](#)  Full Text: 2002 - current

[Health Affairs; Chevy Chase](#)  Full Text: 1994 - current, some exceptions [View details](#)

[Health and Safety at Work; Croydon](#)

[Health Business Week; Atlanta](#)  Full Text: 2005 - current

[Health Care Financing Review; Washington](#)  Full Text: 1987 - current

[Health Care Management Review; Frederick](#)

[Health Care Management Science; Bussum](#)  Full Text: 1999 - current, delayed 1 year(s)

[The Health Care Manager; Frederick](#) 

[Health Care Strategic Management; Chicago](#)  Full Text: 1991 - current

[Health Data Management; New York](#) 

[Health Economics; Chichester](#)

[Health Facilities Management; Chicago](#)  Full Text: 2004 - current

[Health Forum Journal; San Francisco](#)  Full Text: 1987 - 2003

[Health Industry Today; Union](#)  Full Text: 1992 - 2001

[Health Letter; Washington](#)

[Health Management Technology; Atlanta](#)  Full Text: 1987 - current

[Health Manpower Management; Keele](#)  Full Text: 1992 - 1998

[Health Marketing Quarterly; New York](#)  Full Text: 1995 - 1998

[Health Policy and Planning; Oxford](#)  Full Text: 1999 - current, delayed 1 year(s)

[Health Services & Outcomes Research Methodology; Dordrecht](#)  Full Text: 2000 - current, delayed 1 year(s)

[Health Services Management; Harlow](#)

[Health Services Management Research; London](#)  Full Text: 2001 - 2006

[Health Services Research; Chicago](#)

[Health Systems Review; Little Rock](#)  Full Text: 1992 - 1997

[Home Health Care Management & Practice; Frederick](#)

[Hospitals & Health Networks; Chicago](#)  Full Text: 1988 - current

[Inquiry - Excellus Health Plan; Rochester](#)  Full Text: 1997 - current

[International Journal of Health Care Finance and Economics; Dordrecht](#)  Full Text: 2001 - current, delayed 1 year(s)

[International Journal of Health Care Quality Assurance; Bradford](#)  Full Text: 1992 - current, some exceptions, delayed 1 year(s) [View details](#)

[IT Health Care Strategist; Frederick](#)  Full Text: 1999 - 2002

[Job Safety and Health; Washington](#)

[The Journal of Behavioral Health Services & Research; Gaithersburg](#)

[Journal of Health and Human Services Administration; Harrisburg](#)  Full Text: 2000 - current

[Journal of Health Care Compliance; Frederick](#)  Full Text: 2002 - current

[Journal of Health Care Finance; New York](#)  Full Text: 1992 - current

[Journal of Health Economics; Amsterdam](#)

[Journal of Health Organization and Management; Bradford](#)  Full Text: 1992 - current, some exceptions, delayed 1 year(s) [View details](#)

[Journal of Health Politics, Policy and Law; Durham](#)  Full Text: 1997 - 2000

[Journal of Immigrant and Minority Health; New York](#)  Full Text: 1999 - current, delayed 1 year(s)

[Journal of Occupational Health and Safety, Australia and New Zealand; Sydney](#)  Full Text: 2005 - 2005

[Leadership in Health Services; Bradford](#)  Full Text: 1999 - current, some exceptions, delayed 1 year(s) [View details](#)

[Marketing Health Services; Chicago](#)  Full Text: 1987 - 2002

[Mental Health Business Week; Atlanta](#)  Full Text: 2005 - current

[National Underwriter. Life & Health; Erlanger](#)  Full Text: 1992 - current

[Occupational Health; Sutton](#)  Full Text: 2002 - current

[Occupational Health & Safety; Waco](#)  Full Text: 1992 - 2006

[Quality Management in Health Care; Frederick](#)

[The Safety & Health Practitioner; Borehamwood](#)  Full Text: 1997 - current

[Topics in Health Information Management; Frederick](#)

[The Women's Health Activist; Washington](#)  Full Text: 1997 - current, some exceptions [View details](#)

- F. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3.**

In addition to the specific journal listed above USF Libraries have subscription to various databases covering scholarly research and industry news in the area of business systems and operations management. They are:

ABI/INFORM

Hoover's Company Records

LexisNexis Academic

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Library Director

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Date

- G. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.**

The proposed program makes use of some of the courses that are currently offered thus would not require additional space. However, USF Sarasota Manatee Campus also provides ample space in class room as well as computer facilities.

- H. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2. Do not include costs for new construction because that information should be provided in response to X (J) below.**

None anticipated.

- I. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.**

None.

- J. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2.**

None.

- K. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2.**

None.

- L. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2.**

None planned.

- M. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.**

Manatee County Administration, Sarasota County Administration, Manatee County Health Services, Sarasota County Health Services.

- N. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.**

None.