

**BOARD OF HIGHER EDUCATION**  
**REQUEST FOR COMMITTEE AND BOARD ACTION**

**COMMITTEE:** Academic Affairs

**NO.:** AAC 12-43

**COMMITTEE DATE:** June 12, 2012

**BOARD DATE:** June 19, 2012

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**APPLICATION OF MGH INSTITUTE OF HEALTH PROFESSIONS TO AWARD THE  
MASTER OF SCIENCE IN HEALTH PROFESSIONS EDUCATION**

**MOVED:** The Board of Higher Education hereby approves the Articles of Amendment of **MGH Institute of Health Professions** to award the **Master of Science in Health Professions Education**.

**Authority:** Massachusetts General Laws, Chapter 69, Section 30 et seq.

**Contact:** Dr. Shelley Tinkham, Assistant Commissioner for Academic, P-16 and Veterans Policy

## **BOARD OF HIGHER EDUCATION**

### **MGH Institute of Health Professions Master of Science in Health Professions Education**

#### **INTENT**

MGH Institute of Health Professions (MGH-IHP), a New England Association of Schools and Colleges (NEASC) accredited independent graduate school of health sciences, located in Boston, MA is seeking approval to offer the Master of Science in Health Professions Education (MS-HPed). The proposed program specifically addresses the Institute's priorities of interprofessional education, innovative curricula and educational methods, and the development of strategic relationships for program innovation. The program also provides leadership in education as well as the Institute's vision of becoming a preeminent leader in health professions education and an innovator in advancing interprofessional models of health professions education.

The proposed program builds on the success of the Institute's current teaching and learning certificate in existence since 2006. The proposed program was developed by a planning committee comprised of the Institute's Teaching and Learning program coordinator, the Associate Provost for Academic Affairs, representation from the Harvard Macy Institute at Harvard Medical School, the Center for Medical Simulation at Massachusetts General Hospital, and representation from internal MGH Institute faculty in the School of Health and Rehabilitation Sciences and the School of Nursing.

The proposed MS-HPed program addresses the needs of health professionals, including physicians, nurses, occupational and physical therapists, speech language pathologists, and other credentialed health professionals with a baccalaureate or advanced degree, who are responsible for developing and teaching health professions education programs in academic and clinical settings. Graduates of this program will be prepared as master educators to employ innovative teaching strategies and technologies for their current teaching and clinical positions in health professions education programs or clinically-based staff development and training programs, or will be able to pursue new opportunities that require teaching expertise. In addition, through participation in this program, graduates will gain critical insights into their roles and contributions in health professions education reform and will be better positioned for educational leadership in advancing the education of the future health professions workforce. The program will be delivered primarily on line.

The proposed program was reviewed, modified and approved via the process for new initiatives at MGH-IHP. The proposal was forwarded to and authorized by the MGH-IHP Board of Trustees on September 22, 2011. The Massachusetts General Hospital Board of Trustees approved the program on October 21, 2011.

## **INSTITUTIONAL OVERVIEW**

MGH Institute of Health Professions was founded in 1977 and incorporated as a subsidiary of Massachusetts General Hospital in 1985. The Institute's mission is to "prepare health professionals and advance care for a diverse society through leadership in education, clinical practice, research and scholarship, professional service, and community engagement". The Institute offers doctoral and master's degrees, certificates of advanced study and continuing education to practicing professionals as well as to baccalaureate educated individuals entering health care from another field. MGH Institute of Health Professions has the authority in the Commonwealth of Massachusetts to grant the Bachelor of Science in Radiologic Technology, the Bachelor of Science in Respiratory Therapy, the Master of Science in Dietetics, the Doctor of Nursing Practice, the Master of Science in Nursing, the Bachelor of Science in Nursing, the Doctor of Physical Therapy, the Master of Science in Physical Therapy, the Master of Science in Speech Pathology, the Master of Science in Clinical Investigation, and the Post-Baccalaureate Certificate in Medical Imaging. In 2012, MGH Institute of Health Professions was granted approval to offer the Doctor of Philosophy in Rehabilitation Sciences and the Master of Rehabilitation Sciences. The institution now seeks authority to offer the Master of Science in Health Professions Education.

## **ACADEMIC AND RELATED MATTERS**

### *Curriculum (Attachment A)*

The program will be offered primarily in an online format. Students will be required to attend one hybrid course (combined on campus and online format) during their first semester. Students will also be required to take an additional hybrid course for each year of enrollment in the program.

The proposed program is designed so that students enter with an identified area of interest or a research question, which will be translated into a scholarly project through the sequence of learning activities and course work. Students will take foundational teaching and learning courses and educational research methods to gain a basic understanding of current theories and application. Students will then progress through advanced topics of technology integration and leadership and organizational change. Students may take electives to enhance their area of interest. In the final term, students will be mentored through a scholarly project.

Through a memorandum of understanding, students who successfully complete specific course work at the Harvard Macy Institute can receive up to twelve courses for specific required courses in the proposed MS-HPed degree program. To receive credit, students must register for these courses at the Institute and successfully complete all required assignments. In lieu of the usual Institute tuition rate, students will be charged \$500 per course to cover faculty costs of grading and administration.

Students must maintain a 3.0 GPA in order to remain in good standing and successfully complete the program requirements for graduation.

Admission Requirements

The proposed MS-HPEd program will be open to all health professionals, including physicians, nurses, occupational and physical therapists, speech language pathologists, and other credentialed health professionals with a baccalaureate or advanced degree who are interested in pursuing career paths in teaching and educational leadership in the health professions.

Admission criteria will be comparable to other masters programs at the Institute. Admission materials include an application, official transcripts of baccalaureate and professional degrees, an essay, and GRE scores. Evidence of current professional licensure will be required, if eligible for such licensure.

Tuition and Fees for the Academic Year 2012-2013

- Tuition per credit hour: \$1,050
- Application Fee: \$100
- Student Deposit: \$500
- Matriculation Fee: \$400
- General Student Fee (per term):
  - 9 or more credits: \$600
  - 6-8 credits: \$445
  - 3-5 credits: \$295
  - Less than 3 credits: \$100
- Continuing Enrollment Fee: \$1,050
- Late Registration Fee: \$150
- Late Payment Fee 1: \$200
- Late Payment Fee 2: \$200
- Transcript Fee: \$5

Average Expected Cost of Degree: \$37,720

Note: actual total cost of the degree is dependent on the number of semesters students are enrolled, number of credits taken per semester, continuity of enrollment and timely tuition payments. Students are required to complete a minimum of 33 credits.

Projected Enrollment

Enrollment projections were derived from enrollments for current teaching and learning certificate courses, demand for additional health professions education courses as non-degree offerings, and projected demand for the degree program based on inquiries.

Most of the students will take the program part-time and are expected to complete the program in 2 years. If students elect to take the program full-time, it may be completed in one year. Projected program completion rates are 96% (similar to the other post-professional masters programs at the Institute.)

	# of Students Year 1	# of Students Year 2	# of Students Year 3	# of Students Year 4*
New Full Time	0	0	0	0

Continuing Full Time	0	0	0	0
New Part Time	20	25	30	40
Continuing Part Time		20	45	55
Totals	20	45	85	95

## RESOURCES AND BUDGET (Attachment B)

### Administration and Faculty

The proposed MS-HPEd will be housed within the Center for Interprofessional Studies and Innovation (CIPSI). This program will be implemented and overseen by the current interim program director, who will report to the director of CIPSI. Administrative support for the program will be provided by the program manager of CIPSI.

There are currently ten Institute faculty that hold higher degrees and licensure in health professions as well as higher degrees in education and educational leadership. In addition to Institute faculty, there are two faculty members, one from the Harvard Macy Institute and one from the Center for Medical Simulation, who hold adjunct appointments at the Institute. Both adjunct faculty members hold advanced degrees in education and educational leadership.

### Library and Information Technology

MGH-IHP provides students, faculty, and staff access to a universal set of learning, information, and technology resources in addition to resources specific to each academic program. Treadwell Library provides resources and services to the Institute community. Its collection covers a broad range of clinical and research areas, and most of the collection is easily accessible online from any location. Access includes all but two of the library's online databases and 99% of 1,400 periodical titles to which the library subscribes. The library also offers access to several thousand more electronic journals through database subscriptions. Interlibrary loan for journal articles is available to all students and faculty regardless of location and is available for book loan to onsite students and faculty. Access to other libraries, such as the medical library of Spaulding Rehabilitation Hospital and Harvard Medical School's Countway Library, are also available. In addition, students, faculty, and staff who are Massachusetts residents have access to the Boston Public Library.

The Institute provides internal resources as well as leverages its affiliations with the Massachusetts General Hospital (MGH) and Partners HealthCare. The Office of Information Technology (OIT) staff leverages the data and network resources available through Partners HealthCare System, Inc. with learning, information and technology resources unique to the MGH Institute as an higher education entity inside a health care delivery system. OIT employs eight funded FTEs, led by a chief information officer (CIO), with the following positions reporting directly to the CIO: assistant director, application support specialist (2), learning resources coordinator, media producer, user support specialist, part-time learning architect and staff assistant. OIT's duties and responsibilities include keeping the Institute up-to-date with technology; introducing and continuing to support Desire2Learn (the Institute's adopted courseware and learning environment), updating and maintaining all audiovisual equipment in

classrooms, labs, and meeting rooms; staffing the Institute Help Desk; developing, maintaining, and supporting the Institute's student information database, and support of learning, information, and technology resources. The Institute provides students, faculty, and staff access to a universal set of learning, information, and technology resources in addition to resources specific to each academic program.

### Facilities

The MGH Institute of Health Professions is located in the Charlestown Navy Yard in the city of Boston. The primary academic facility is located in the Catherine Filene Shouse Building at 36 First Avenue. The 62,000 square foot Shouse building houses classrooms and faculty offices, as well as academic support offices. Key learning areas within the Shouse Building include the Nursing Skills Laboratory, a Clinical Simulation Center for home care and acute care, and the Ruth Sleeper Learning Center, a 10 station Health Assessment Unit. Also within the Shouse Building are the clinical service units of the Institute including a 12-room comprehensive Speech-Language-Literacy Center and a new Center for Physical Therapy and Health Promotion. Additional conference rooms and student study spaces are also available.

In January 2012, the Institute acquired new space on the top floor of 2 Constitution Center, located just outside the Charlestown Navy Yard. The 20,000-square-foot addition includes new physical therapy labs, an active learning classroom with state-of-the-art technology, dedicated research space, common study areas and student lounge space.

All of the Institute's classrooms and labs are well equipped for instruction, with white boards, multimedia capability, DVD, and desktop/laptop computer connections. All student, faculty, and instructional areas have wireless internet connectivity.

An additional 18,000 square feet of non-instructional administrative and student support space is located in Buildings 34 and 39 in the Navy Yard.

### Financial Resources

During AY2011-2012 (FY2012), approximately \$20,000 of the \$100,000 will be used to pay for consultants and term lecturers to supplement the existing faculty during the development phase of the courses and curriculum. Four new courses were launched during AY2011-2012 and offered as electives to matriculated and non-degree post-professional students who are interested in teaching and learning. The additional \$80,000 will be used for term lecturers and to offset the projected loss in year one.

The budget for the proposed program is provided in Attachment B.

## **PROGRAM EFFECTIVENESS**

The program curriculum, policies and procedures will undergo annual internal review (and modification as required) by the faculty of the proposed program. Student feedback, faculty evaluations and course evaluations will be reviewed each semester and critically evaluated as a process for continual improvement. A survey of program graduates will be conducted on an annual basis as a mechanism for identifying program strengths and areas for improvement.

The survey will be designed to gather graduate perceptions of the program's impact on their ability to apply current educational theory and innovative teaching methods in their roles as health professions educators. In addition, it will inquire about the program's impact on the graduate's career trajectories.

Formal program evaluations by external reviewers for all Institute programs are scheduled by the Office of the Provost on a rotating basis (every 3-5 years or as necessary). The focus of this review is to evaluate the program's achievement of its stated mission and goals and make recommendations for improving relevance and quality.

Student outcomes are an integral part of program evaluation. Students' performance will be assessed through a variety of activities. At the master's level, emphasis is placed on critique, analysis, synthesis, and evaluation activities to document successful learning outcomes. Criterion-referenced assessments (rubrics) based on course objectives and program competencies, will be used.

## **EXTERNAL REVIEW AND INSTITUTIONAL RESPONSE**

### External Review

The proposed program was reviewed by committee members, Rosalind R. Scudder, PhD, Professor, Communication Sciences and Disorders, Wichita State University; and Laura Lee (Dolly) Swisher, PhD; Associate Professor, School of Physical Therapy and Rehabilitation Sciences, University of South Florida (Tampa, FL). The committee reviewed the written proposal submitted to the Massachusetts Department of Higher Education to offer the Master of Science in Health Education Professions for a period of three weeks in April 2012. The committee reviewed the institution's ability to offer and support the proposed MS degree in the context of its faculty, equipment, financial organization and other factors as mandated by standards currently used by the New England Association of Schools and Colleges (NEASC) and supplemented by the Independent Institutions of Higher Education Standards (610 CMR 2.00). The review did not include a site visit. A previous committee visited the institution in December 2011 to review the institution's recently approved Doctor of Philosophy in Rehabilitation Sciences degree. The report from this site visit was made available to the committee for review.

The committee commended the institution for developing an innovative program that addresses well-documented projected faculty shortages in the health care professions. The committee made only three recommendations. They are, as follows:

- Delineate the process for identification of appropriate faculty mentors/advisors for students in disciplines not represented on the faculty, as students may be accepted from a variety of health professions;
- Clarify the expected interprofessional competence, minimal interprofessional learning experiences, and interprofessional course objectives with the curriculum; and
- Add readings to the course HP 741 Technology in Education.

### Institutional Response

MGH-IHP clarified and identified the expected interprofessional competence, learning experiences and course objectives within the curriculum, and more explicitly detailed these

processes and provided the committee with an expanded list of resources, tools, and readings for HP 741 Technology in Education. The Institute explained if appropriate faculty members are not available within MGH-IHP to mentor students, they will be recruited externally. The MGH Institute collaborates with many faculty at Massachusetts General Hospital and in the broader clinical and academic community, with access to experts in a wide array of educational topics including clinical teaching, simulation, and team-based teaching and learning in various contexts.

The committee indicated that the institution responded favorably to all of its recommendations.

## **PUBLIC HEARING**

The required public hearing was held on June 5, 2012 at the Department of Higher Education, located at One Ashburton Place in Boston, Massachusetts. No comments were offered in opposition to the proposed program.

## **STAFF ANALYSIS AND RECOMMENDATION**

After a thorough evaluation of all documentation submitted, staff is satisfied that the proposal of MGH Institute of Health Professions to award the **Master of Science in Health Professions Education** meets the requirements for NEASC-accredited institutions outlined in 610 CMR 2.08 in the Degree-Granting Regulations for Independent Institutions of Higher Education. Recommendation is for approval.



## ATTACHMENT A: CURRICULUM OUTLINE

### Graduate Program Curriculum Outline

(Insert additional rows as necessary.)

<b>Major Required (Core) Courses (Total courses required = 10)</b>		
<i>Course Number</i>	<i>Course Title</i>	<i>Credit Hours</i>
HP742	Innovations Seminar	1
HP712	Foundations of Teaching and Learning	3
HP744	Research Methods in Education	3
HP713	Course Design and Outcomes Assessment	3
HP743	Convocation Seminar (x2)	2
HP715	Program Design, Implementation, and Evaluation	3
HP714	Teaching Practicum	3
HP795	Scholarly Project in Education	3
HP741	Technology in Education	3
HP746	Leadership and Organizational Change	3
	SubTotal # Core Credits Required	27
<b><i>Concentration Course Choices (Total courses required = 0) (attach list as needed)</i></b>		
	SubTotal # Concentration Credits Required	0
<b><i>Other/Elective Course Choices (Total courses required = 2) (attach list as needed)</i></b>		
HP 718	Simulation in Health Care Education	3
	Students may select any HP course offered at the Institute as an elective with approval of their academic advisor.	3
	SubTotal # Elective Credits Required	6
<b><i>Curriculum Summary</i></b>		
Total number of courses required for the program		12
Total credit hours required for the program		33 (minimum)
<p><b><i>Prerequisite, Dissertation or Other Additional Requirements:</i></b> Prerequisite – An introductory level statistics course. Students will be required to take the HP743 – Convocation Seminar (1 credit hour) for each year of enrollment in the program. Students will be required to enroll in HP798 – Scholarly Project in Education Continuation Seminar (1 credit hour) if they require more than one semester to complete their scholarly project. Because this program is designed for health professionals and many will be working full time, the majority of students will be part-time. Most will take 2 years to complete the program although it can be completed within three semesters of study.</p>		

# ATTACHMENT B: Budget

MGH Institute of Health Professions															
Proposed Project / Program: Master of Science in Health Professions Education (MS-HPed)															
FINANCIAL PLAN															
	FY 13			FY 14			FY 15			FY 16			FY 17		
	Heads	Avg Crs.	Credits	Heads	Avg Crs.	Credits	Heads	Avg Crs.	Credits	Heads	Avg Crs.	Credits	Heads	Avg Crs.	Credits
<b>STUDENTS</b>															
Year 1	20	9	180	25	9	225	30	9	270	40	9	360	50	9	450
Year 2			-	20	9	180	25	9	225	30	9	270	40	9	360
Year 3			-			-	20	9	180	25	9	225	30	9	270
<b>TOTAL STUDENTS</b>	<b>20</b>		<b>180</b>	<b>45</b>		<b>405</b>	<b>75</b>		<b>675</b>	<b>95</b>		<b>855</b>	<b>120</b>		<b>1,080</b>
Rate per credit hour			\$1,061			\$1,103			\$1,147			\$1,193			\$1,241
<b>REVENUES:</b>															
Tuition - Year 1			\$190,980			\$248,175			\$309,690			\$429,480			\$558,450
Tuition - Year 2			\$0			\$198,540			\$258,075			\$322,110			\$446,760
Tuition - Year 3			\$0			\$0			\$206,460			\$268,425			\$335,070
Total Tuition			\$190,980			\$446,715			\$774,225			\$1,020,015			\$1,340,280
Fees			\$9,549			\$22,336			\$38,711			\$51,001			\$67,014
Tuition and Fees			\$200,529			\$469,051			\$812,936			\$1,071,016			\$1,407,294
Financial Aid			(\$23,061)			(\$56,286)			(\$101,617)			(\$139,232)			(\$189,985)
Vouchers			(\$6,016)			(\$14,072)			(\$24,388)			(\$32,130)			(\$42,219)
Tuition and Fees, Net			\$171,452			\$398,693			\$686,931			\$899,654			\$1,175,090
Grants and Contracts			\$0			\$0			\$0			\$0			\$0
Gifts			\$0			\$0			\$0			\$0			\$0
Other Income															
start-up funding			\$100,000			\$0			\$0			\$0			\$0
please specify															
please specify															
<b>Total Revenues</b>			<b>\$271,452</b>			<b>\$398,693</b>			<b>\$686,931</b>			<b>\$899,654</b>			<b>\$1,175,090</b>
<b>DIRECT EXPENSES:</b>															
Salary and FTE's	FTE	Avg \$	Salary	FTE	Avg \$	Salary	FTE	Avg \$	Salary	FTE	Avg \$	Salary	FTE	Avg \$	Salary
Administrator	0.25	\$90,000	\$22,500	0.25	\$92,700	\$23,175	0.25	\$95,481	\$23,870	0.25	\$98,345	\$24,586	0.25	\$101,295	\$25,324
Faculty	0.75	\$90,000	\$67,500	0.75	\$92,700	\$69,525	1.00	\$95,481	\$95,481	1.25	\$98,345	\$122,931	1.50	\$101,295	\$151,943
Staff	0.20	\$50,000	\$10,000	0.20	\$51,500	\$10,300	0.20	\$53,045	\$10,609	0.20	\$54,636	\$10,927	0.20	\$56,275	\$11,255
Temp / GA	-		\$0		\$0	\$0		\$0	\$0		\$0	\$0		\$0	\$0
Total FTE	1.20		\$100,000	1.20		\$103,000	1.45		\$129,960	1.70		\$158,444	1.95		\$188,522
Term Lecturer (credits)	9.00	\$1,850	\$16,650	18.00	\$1,906	\$34,308	27.00	\$1,963	\$53,001	27.00	\$2,022	\$54,594	27.00	\$2,083	\$56,241
Total Salaries			\$116,650			\$137,308			\$182,961			\$213,038			\$244,763
Fringes			\$35,665			\$39,481			\$52,086			\$64,084			\$77,262
Salaries and Fringes			\$152,315			\$176,789			\$235,047			\$277,122			\$322,025
Supplies			\$0			\$0			\$0			\$0			\$0
PHS/GH Overhead			\$0			\$0			\$0			\$0			\$0
Rent Expense			\$0			\$0			\$0			\$0			\$0
Utilities			\$0			\$0			\$0			\$0			\$0
Outside Services			\$0			\$0			\$0			\$0			\$0
Other - please specify			\$0			\$0			\$0			\$0			\$0
Interest			\$0			\$0			\$0			\$0			\$0
<b>Total Direct Expenses</b>			<b>\$152,315</b>			<b>\$176,789</b>			<b>\$235,047</b>			<b>\$277,122</b>			<b>\$322,025</b>
<b>Net Income (Expenses) Before Allocations</b>			<b>\$119,137</b>			<b>\$221,904</b>			<b>\$451,884</b>			<b>\$622,532</b>			<b>\$853,065</b>
<b>Allocations:</b>															
Administrative Overhead			\$60,012			\$69,655			\$92,609			\$109,186			\$126,878
Building Overhead			\$39,754			\$46,142			\$61,347			\$72,329			\$84,049
<b>Total Allocations</b>			<b>\$99,766</b>			<b>\$115,797</b>			<b>\$153,956</b>			<b>\$181,515</b>			<b>\$210,927</b>
<b>Net Income (Expenses)</b>			<b>\$19,371</b>			<b>\$106,107</b>			<b>\$297,928</b>			<b>\$441,017</b>			<b>\$642,138</b>
<b>Margin</b>			<b>7.1%</b>			<b>26.6%</b>			<b>43.4%</b>			<b>49.0%</b>			<b>54.7%</b>

## Budget Narrative and Assumptions

1.	Students take 33 credits to complete the degree. The majority of students will be part-time students and take 1 course per semester
2.	To generate the financial model, students were given 3 years to complete the program, taking 9 credits a year (total 27 credits which is intentionally low – the reason this number is used is to allow for transfer credit from courses taken either at Harvard Macy Institute (HMI) or Center for Medical Simulation (CMS)– up to 12 credits can be taken using the HMI pathway and up to 6 credits from CMS, students will pay \$500 per course transferred to the institute).
3.	The numbers generated are conservative, as non-matriculated students, post-professional students can also enroll the courses. In addition, students enrolled in the proposed PhD in Rehabilitation Sciences are required to take at least one education course.
4.	\$100,000 from the Strategic New Initiative Pool was set aside for start-up funding to pay for development and teaching of new courses (\$20,000); and to offset a projected financial loss the first year of operation(\$80,000). Year 2 of the program is projected to be profitable, based on conservative enrollment targets.

<b>Assumptions:</b>						
Tuition	\$1,061	per credit hour;	4.0%	increase per year;		
Fees	5.0%	of tuition income				
Financial Aid	11.5%	of tuition and fees income;	0.5%	increase per year;		
Vouchers	3.0%	of tuition and fees income;	0.0%	increase per year;		
Salaries	3.0%	annual increase				
Fringe Benefit Rate	34.0%	of salaries;	1.0%	increase per year;	Term Lecturer Rate:	10%
Supplies	3.0%	annual increase				
PHS/GH Overhead	10.0%	of temp salaries	1.0%	increase per year;		
Rent Expense	3.0%	annual increase				
Utilities	3.0%	annual increase				
Outside Services	3.0%	annual increase				
Other	3.0%	annual increase				
Interest Rate	5.0%	no increase per year (repayment offset increase in rate)				
Administrative Overhead	39.4%	of direct expenses				
Building Overhead	26.1%	of direct expenses				