

October 18, 2018

Board of Governors



FAIRMONT STATE
UNIVERSITY™



AGENDA

FSU BOARD OF GOVERNORS' MEETING
OCTOBER 18, 2018, 9:00 A.M.
LOCATION: BOARD ROOM, FALCON CENTER
1201 LOCUST AVENUE, FAIRMONT, WV

- I. CALL TO ORDER**
 - A. Roll Call
 - B. Public Comment
 - C. Approval of Agenda*Action Item*

- II. APPROVAL OF MINUTES OF AUGUST 16, 2018.....***Tab 1 Action Item*

- III. CHAIRMAN'S REPORT**

- IV. PRESIDENT'S REPORT**

- V. REPORTS AND PRESENTATIONS**
 - A. Constituent Report – Marcus Fisher
 - B. Foundation (Gary Bennett)
 - C. Construction Project Updates (Tom Tucker)

- VI. CONSENT AGENDA.....***Tab 2 Action Item*
 - A. Financial Reports (Months Ending: July 31, 2018 and August 31, 2018)

- VII. ACADEMIC AFFAIRS COMMITTEE (Aaron Hawkins, Chair)**
 - A. Textbook Adoption Report.....*Tab 3 Action Item*
 - B. Curriculum Proposal for Master of Science
 - In Healthcare Management.....*Tab 4 Action Item*
 - C. Intent to Plan – Bachelor of Science
 - In Strategic Leadership Degree.....*Tab 5 Action Item*

- VIII. ATHLETIC AFFAIRS COMMITTEE (Jay Puccio, Chair)**

- IX. BYLAWS COMMITTEE (Dixie Yann, Chair)**

- X. ENROLLMENT/HOUSING-STUDENT LIFE COMMITTEE (Bill Holmes, Chair)**

- XI. FINANCE COMMITTEE (John Schirripa, Chair)**
 - A. Approval of Reinstatement of Architecture Program Fee.....*Tab 6 Action Item*

- XII. EXECUTIVE COMMITTEE (Bill Holmes, Chair)**

- XIII. NEW BUSINESS**

- XIV. POSSIBLE EXECUTIVE SESSION - Under the Authority of West Virginia Code §6-9A-4 to Discuss Personnel and Property Issues**

- XV. ADJOURNMENT**

NEXT MEETING: DECEMBER 6, 2018, 9:00 A.M.
LOCATION: CHARLES POINTE, 100 MARKETPLACE AVENUE
SECOND FLOOR SUITE, BRIDGEPORT, WV

Tab 1



FAIRMONT STATE UNIVERSITY
BOARD OF GOVERNORS
MEETING MINUTES
AUGUST 16, 2018
BOARD ROOM, 3RD FLOOR FALCON CENTER
1201 LOCUST AVENUE, FAIRMONT, WV

I. CALL TO ORDER

A. Roll Call

Chair Bill Holmes convened a meeting of the Fairmont State University (FSU) Board of Governors on August 16, 2018, beginning at approximately 9:00 a.m. in the Board Room, 3rd Floor Falcon Center, at 1201 Locust Avenue, Fairmont, West Virginia.

At the request of Chair Holmes, Serena Scully, Special Assistant to the President, conducted a roll call of the Board of Governors. Present for the meeting were board members Dr. Chris Courtney, Holly Fluharty, Aaron Hawkins, Bill Holmes, Bailey McInturff, Deborah Prezioso, Jay Puccio, Dr. Budd Sapp and Dixie Yann. Dr. Mark Hart and Frank Washenitz participated by conference call. John Schirripa was absent.

Others present were President Martin and President's Executive Leadership Team members Cindy Curry, Lyndsey Dugan, Richard Harvey, Stacey Jones, Christa Kwiatkowski and Tim McNeely. Tom Tucker, Asst. VP of Facilities; Stephanie Slaubaugh, Construction Manager; RJ Gimbl, President of the Fairmont State Foundation; Chad Fowler, Acting Athletic Director; Ryan Courtney, Director of Internal Relations; Pat Snively, Associate Athletic Director; Bob Cable, Athletic Trainer; Jessica Sell, Government Relations and Development Officer; Pam Stephens, Director, Center for Educational Support Programs; Robynn Shannon, Director of Institutional Research; Victoria Cann, Social Media and Digital Content Specialist; Corey Hunt, Director of Strategic Operations; Alicia Kalka, Executive Director of Housing and Residence Life; Amanda Metcalf, Interim Dean of the School of Education, Health and Human Performance; and Joel Kirk, Chief Flight Instructor. Members of local media were in attendance as well.

B. Public Comment

Dr. Chris Courtney reported that no one had signed up for public comment.

C. Approval of Agenda

Aaron Hawkins made a motion to approve the agenda. Dr. Budd Sapp seconded. The motion passed.

II. APPROVAL OF MINUTES OF JUNE 14, 2018

Dr. Chris Courtney made a motion to approve the minutes of June 14, 2018. Deborah Prezioso seconded. The motion passed.

III. CHAIRMAN'S REPORT

- A. Chair Holmes discussed some the challenges the University is facing – including funding, enrollment, educational policy changes, shifting prospect demographics, and the changing view of a college degree. The problems need new solutions – not a continuation of the solutions used in the past.
- B. Chair Holmes mentioned that this is a new era; the era of ‘that’s the way we have always done it’, is over.
- C. Mr. Holmes thanked two former board members who have recently passed away for their service to the Board and University: Shirley Stanton and Steven Brooks.

IV. PRESIDENT'S REPORT

- A. President Martin introduced the newest member of the executive leadership team; Stacey Jones. Dr. Jones is the new Vice President of Institutional Effectiveness and Strategic Operations.
- B. Dr. Martin briefly discussed reaching and exceeding the goal of an 8% first time enrollment increase, \$650,000 ahead of where the University’s position the previous year, and housing occupancy exceeded expectations. Lyndsey Dugan, Tim McNeely and Christa Kwiatkowski will discuss these items later in their reports.
- C. President Martin deferred to her ELT team for more information on University updates.

V. REPORTS AND PRESENTATIONS

- A. Bob Cable, Athletic Trainer, provided the constituent report.

Mr. Bob Cable is the Athletic Trainer for Fairmont State University and is beginning his 29th season at the University.

Mr. Cable provided a handout that discussed the best practices in athletic training and discussed that to reduce liability, all of the athletic training staff put in long hours.

Dr. Chris Courtney mentioned that athletic training is an area of weakness that can be improved on in regard to additional staffing and financial assistance.

- B. RJ Gimbl, President and CEO of the Fairmont State Foundation, reported that as of June 30, 2018, total assets equaled \$30,875,000 and the endowment balance was over \$22 Million.

Mr. Gimbl stated that since the last board meeting, there have been \$310,000 in new gifts that include: \$122,000 in endowed scholarship gifts, \$182,000 in university-wide program support gifts, and \$66,000 in athletic program support.

A mailing to kick-off the Every Gift Matters campaign was sent in July. To date, the mailing has resulted in gifts of \$13,000.

- C. Construction Project Updates (Tom Tucker and Stephanie Slaubaugh)

Stephanie Slaubaugh, Construction Manager, advised they are currently working on the Charles Pointe build-out; the project is slightly ahead of schedule.

The single point of entry project for all buildings on campus is currently still in process. The PO has been issued and the installation is currently scheduled to begin in September.

The library roof project is significantly behind due to the weather; about 20% of the roof has been completed.

All summer paving projects have been completed.

The updated parking lot behind the Education building was discussed (Lot 14). The project has been completed and has been an improvement for the traffic as well as the pedestrians.

- D. Institutional Effectiveness and Strategic Initiatives (Stacey Jones)

Dr. Stacey Jones, VP for Institutional Effectiveness and Strategic Operations gave a brief presentation on the items she will be working on to ensure the continuous improvement of the University.

VI. CONSENT AGENDA

Dr. Budd Sapp moved to accept the following Consent Agenda:

Financial Reports for periods ending May 31, 2018 and June 30, 2018.

Aaron Hawkins seconded. The motion passed.

VII. ACADEMIC AFFAIRS COMMITTEE (Aaron Hawkins, Chair)

Mr. Aaron Hawkins, Chair of the Academic Affairs Committee introduced the informational item on the agenda – Graduate Studies Report – that is supplied each year to the HEPC. Aaron recommended everyone look over the report and review the information, including programs and enrollment.

Mr. Hawkins asked that Dr. Richard Harvey, Interim Provost and Vice President for Academic Affairs, give a brief update.

Dr. Harvey mentioned the initial discussions of a master's degree in athletic training. Over the next year, the possibility will be explored.

Dr. Budd Sapp respectfully requested that in the future, faculty have more time during faculty development week to prepare for their courses.

VIII. ATHLETIC AFFAIRS COMMITTEE (Jay Puccio, Chair)

Jay Puccio, Chair of the Athletic Affairs Committee asked that Chad Fowler, Acting Athletic Director, give an update for the Athletic Affairs Committee.

Mr. Fowler discussed the beginning of the fall sports season; football, soccer, volleyball and cross-country are all currently practicing.

The athletic department is currently working with the NCAA on a possible showcase football game that would be nationally televised on ESPN.

Sunday, August 15th at 5:00, the Student Athlete Advisory Committee will be hosting the 2nd annual 'Back to School Bash' for all student athletes.

IX. BYLAWS COMMITTEE (Dixie Yann, Chair)

Dixie Yann advised that the bylaws committee has not met.

X. ENROLLMENT/HOUSING-STUDENT LIFE COMMITTEE (Bill Holmes, Chair)

Bill Holmes, Chair of the Enrollment/Housing-Student Life Committee asked that Lyndsey Dugan, Associate VP of University Relations, Marketing, and Recruitment, give an update.

Mrs. Dugan advised that a goal had been set for an enrollment growth of 8% for the incoming freshman class; we are currently at 10%. We now have the largest incoming freshman class since becoming a University. Mrs. Dugan recognized the recruitment staff and all their hard work, as well as the faculty and staff who sent personal messages to incoming students and parents.

Mrs. Dugan mentioned that the recruitment staff hits the roads in September and begins their tour.

Mr. McNeely, Interim VP of Student Services, Operations and Athletics provided a housing update. Housing occupancy is currently up and some single rooms in Pence Hall have been turned into doubles to accommodate the growth in enrollment.

XI. FINANCE COMMITTEE (John Schirripa, Chair)

John Schirripa, Chair of the Finance Committee, was absent. Christa Kwiatkowski, CFO, provided a brief update.

The Finance Committee met on August 1st and reviewed the financial statements from May and June, along with other topics. Two small capital projects were approved – a physical plant improvement project as well as an athletics capital project.

Mrs. Kwiatkowski reported that income from operations is currently up over \$600,000. Also, fund manager funds finished the year \$250,000 up – compared to this time last year.

Christa also mentioned that audit preparation is currently under way.

Currently, tuition and fee revenues are running very close to projections. There will be solid numbers to provide at the next board meeting, following the add/drop period and the purge date.

Mrs. Kwiatkowski was proud to announce the positive opening of the new Chilaca earlier this week. Chick-fil-a is currently scheduled to open mid-September. Also, the bookstore renovations are currently still underway to move the bookstore to the third floor of the Falcon Center. The current bookstore location on the 2nd floor will be the future home of Starbucks, scheduled to open in January.

Tab 2

**Fairmont State University
Board of Governors
October 18, 2018**

Item: July and August Financial Reports

Committee: Committee of the Whole

Recommended Resolution: Be it resolved, that at the recommendation of the Finance Committee, the Board of Governors recognize and accept the July and August Unrestricted and Restricted reports.

Staff Member: Christa Kwiatkowski

Background: Summary of the reports submitted is attached.

Fairmont State University
Board of Governors
August 2018

Unrestricted Central E&G and Unrestricted Fund Manager

The unrestricted funds are resources of the institution which are expendable for any purpose in performing the primary objectives of the institution such as instruction, research, and public service.

Central E&G funds are the main operating budget of the institution. The sources of these revenues include tuition and fees, state appropriations, chargeback revenues from Pierpont, and other miscellaneous income. The funding supports academic units, student services, support services, information technology, library services, administration, and physical plant.

Fund Manager funds represent the funds assessed or earned by the academic schools or other departments that support costs specific to that department such as equipment and laboratory supplies.

August 2018

With 17% of the fiscal year completed, the Unrestricted Central E&G year to date operating revenues of \$12,867,310 represents 42.57% of the projected current budget. The year to date operating expenses of \$5,436,348 represents 12.41% of the projected current budget. The year to date non-operating revenues of \$2,346,589 represents 17.3% of the projected current budget. After adjusting for debt service, financial aid match and other transfers, the actual YTD balance at the end of August is a positive \$9,550,218. The primary contributor to this positive budget balance is the recognition of fall tuition and fee revenues in full. Last year at this time, the actual YTD balance was \$7,809,614. Last year, we ended with a positive balance of \$383,447.

Fund Manager funds year to date operating revenues of \$1,653,509 represents 58.26% of the projected current budget. The year to date operating expenses of \$205,309 represents 6.85% of the projected current budget. After non-operating revenues and other transfers, the actual YTD balance at the end of August is a positive \$1,392,465. Last year at this time, the actual YTD balance was \$916,166. Last year, we ended with a positive balance of \$303,360.

Auxiliary Funds

Auxiliary enterprises are self-supporting activities conducted to primarily to provide facilities or services to students, faculty, and staff. Auxiliary activities include: operation of residence halls, public safety, Falcon Center, bookstore, dining, and intercollegiate athletics.

August 2018

With 17% of the fiscal year completed, the Auxiliary year to date operating revenues of \$7,788,556 represents 54.28% of the projected current budget. The year to date operating expenses of \$1,265,117 represents 14.61% of the projected current budget. After non-operating revenues, the debt service payments and other transfers, the actual YTD balance at the end of June is a positive \$6,446,616. Current budgeted transfers to reserves is \$734,400. Actual transfers to reserves for FY18 were \$590,301.

Restricted Funds

The Restricted Fund group consists of those funds that are expendable for operating purposes by the University but are limited by grantors or an outside agency as to the specific purpose for which they may be expended. Restricted funds at FSU consist primarily of contracts and grants received from federal or state governments for financial aid, research, public service, or other restricted purpose.

August 2018

With 17% of the fiscal year completed, the Restricted year to date operating revenues of \$9,309,464 represents 29.67% of the projected current budget. The year to date operating expenses of \$12,998,983 represents 31.50% of the projected current budget. After adjusting for Pell Grant revenues and other transfers, the actual YTD balance is a negative (\$492,067). The negative balance is due to reimbursable grant expenses due to Fairmont State University.

We received a new grant from the WV Humanities Council in July for \$1,497. We received four grants in August; Diversity for Equity for Women in the amount of \$5,975, Diversity for Equity for Veteran's in the amount of \$2,478, Zero Robotics for \$500 and Kestral Symposium for \$1,194.

Fairmont State University
Actual vs Budget Statement of Revenues and Expenses
Current Unrestricted - Central E&G

As of July 31, 2018

| | | Approved Budget | Current Budget | YTD Actual | YTD Actual to Current Budget |
|--|---|-------------------------|-------------------------|-------------------|---------------------------------|
| OPERATING REVENUE | Tuition and Fees | 26,718,598 | 26,647,443 | 12,241,056 | 45.94 |
| | Student Activity Support Revenue | 463,228 | 393,334 | 1,535 | 0.39 |
| | Operating Costs Revenue | 1,588,279 | 1,587,181 | 0 | 0.00 |
| | Support Services Revenue | 1,555,255 | 1,550,454 | 0 | 0.00 |
| | Other Operating Revenues | 123,293 | 73,121 | (172,685) | (236.16) |
| | Total: | 30,448,652 | 30,251,533 | 12,069,906 | 39.90 |
| OPERATING EXPENSE | Salaries | 24,390,327 | 24,288,918 | 839,467 | 3.46 |
| | Benefits | 6,112,416 | 5,942,004 | 233,286 | 3.93 |
| | Student financial aid-scholarships | 3,783,802 | 3,783,802 | 2,008 | 0.05 |
| | Utilities | 1,360,676 | 1,360,676 | 16,151 | 1.19 |
| | Supplies and Other Services | 7,309,150 | 7,158,251 | 765,923 | 10.70 |
| | Equipment Expense | 686,102 | 683,505 | 11,040 | 1.62 |
| | Fees retained by the Commission | 185,560 | 185,560 | 0 | 0.00 |
| | Assessment for Student Activity Costs | 366,227 | 366,227 | 1,259 | 0.34 |
| | Total: | 44,194,260 | 43,768,943 | 1,869,134 | 4.27 |
| OPERATING INCOME / (LOSS) | | (13,745,608) | (13,517,410) | 10,200,772 | (75.46) |
| NONOPERATING REVENUE (EXPENSE) | State Appropriations | 15,111,777 | 15,111,777 | 3,022,355 | 20.00 |
| | Gifts | 377,220 | 377,220 | 0 | 0.00 |
| | Investment Income | 69,245 | 69,245 | 0 | 0.00 |
| | Assessment for E&G Capital & Debt Service Costs | (1,994,319) | (1,994,319) | (73,318) | 3.68 |
| | Total: | 13,563,923 | 13,563,923 | 2,949,037 | 21.74 |
| TRANSFERS & OTHER | Capital Expenditures | (47,400) | (47,400) | (17,472) | 36.86 |
| | Construction Expenditures | (584,500) | (584,500) | (149,229) | 25.53 |
| | Transfers for Debt Service | (64,863) | (64,863) | 0 | 0.00 |
| | Transfers for Financial Aid Match | (40,413) | (40,413) | 0 | 0.00 |
| | Indirect Cost Recoveries | 602 | 602 | 0 | 0.00 |
| | Transfers - Other | (7,550) | (7,550) | 0 | 0.00 |
| | Total: | (744,124) | (744,124) | (166,701) | 22.40 |
| BUDGET BALANCE | | (925,809) | (697,611) | 12,983,108 | (1,861.08) |
| Add: Estimated Unfilled Position Savings: | | 0 | 0 | | |
| ADJUSTED BUDGET BALANCE | | (925,809) | (697,611) | | |
| * Add: UNRESTRICTED NET ASSETS - Beginning of Year | | 6,961,393 | 7,610,679 | | |
| Less: USE OF RESERVE | | 0 | 0 | | |
| Equals: PROJECTED UNRESTRICTED NET ASSETS - End of Year | | <u>6,035,584</u> | <u>6,913,068</u> | | |

Fairmont State University
Actual vs Budget Statement of Revenues and Expenses
Current Unrestricted - Fund Manager

As of July 31, 2018

| | | Approved Budget | Current Budget | YTD Actual | YTD Actual to Current Budget |
|--|------------------------------------|-------------------------|-------------------------|------------------|---------------------------------|
| OPERATING REVENUE | Tuition and Fees | 2,490,635 | 2,495,088 | 1,548,653 | 62.07 |
| | Other Operating Revenues | 84,975 | 101,787 | 303 | 0.30 |
| | Total: | 2,575,610 | 2,596,875 | 1,548,956 | 59.65 |
| OPERATING EXPENSE | Salaries | 1,150,456 | 1,395,780 | 32,122 | 2.30 |
| | Benefits | 214,271 | 216,372 | 6,067 | 2.80 |
| | Student financial aid-scholarships | 27,440 | 27,440 | 0 | 0.00 |
| | Utilities | 4,500 | 4,500 | 136 | 3.02 |
| | Supplies and Other Services | 1,085,807 | 970,330 | (23,842) | (2.46) |
| | Equipment Expense | 152,329 | 151,648 | 18,600 | 12.27 |
| | Total: | 2,634,803 | 2,766,070 | 33,084 | 1.20 |
| OPERATING INCOME / (LOSS) | | (59,193) | (169,195) | 1,515,873 | (895.93) |
| NONOPERATING REVENUE | Gifts | 500 | 583 | 0 | 0.00 |
| TRANSFERS & OTHER | Capital Expenditures | (20,000) | (20,000) | (7,995) | 39.97 |
| | Construction Expenditures | 0 | (7,500) | 0 | 0.00 |
| | Indirect Cost Recoveries | 65,643 | 0 | 0 | |
| | Transfers - Other | 13,050 | 25,707 | (726) | (2.83) |
| | Total: | 58,693 | (1,793) | (8,721) | 486.53 |
| BUDGET BALANCE | | 0 | (170,405) | 1,490,671 | (874.78) |
| Add: Estimated Unfilled Position Savings: | | 0 | 0 | | |
| ADJUSTED BUDGET BALANCE | | 0 | (170,405) | | |
| Add: UNRESTRICTED NET ASSETS - Beginning of Year | | 1,928,034 | 1,976,577 | | |
| Less: USE OF RESERVE | | 0 | 0 | | |
| Equals: PROJECTED UNRESTRICTED NET ASSETS - End of Year | | <u>1,928,034</u> | <u>1,806,172</u> | | |

Auxiliary
Actual vs Budget Statement of Revenues and Expenses
Board of Governors
As of July 31, 2018

| | | Approved Budget | Current Budget | YTD Actual | YTD Actual to Current Budget |
|--|---|-------------------------|-------------------------|------------------|---------------------------------|
| OPERATING REVENUE | Auxiliary Enterprise Revenue | 8,927,583 | 8,927,583 | 3,440,853 | 38.54 |
| | Auxiliary Fees & Debt Service Support Revenue | 5,179,480 | 5,179,480 | 65,048 | 1.26 |
| | Other Operating Revenues | 242,535 | 242,535 | 2,277,162 | 938.90 |
| | Total: | 14,349,598 | 14,349,598 | 5,783,063 | 40.30 |
| OPERATING EXPENSE | Salaries | 2,847,427 | 2,922,794 | 101,843 | 3.48 |
| | Benefits | 635,676 | 615,939 | 21,005 | 3.41 |
| | Student financial aid-scholarships | 851,077 | 825,077 | 0 | 0.00 |
| | Utilities | 908,406 | 908,406 | 26,823 | 2.95 |
| | Supplies and Other Services | 3,340,610 | 3,319,306 | 232,907 | 7.02 |
| | Equipment Expense | 79,675 | 79,675 | 1,474 | 1.85 |
| | Total: | 8,662,871 | 8,671,197 | 384,053 | 4.43 |
| OPERATING INCOME / (LOSS) | | 5,686,727 | 5,678,401 | 5,399,011 | 95.08 |
| NONOPERATING REVENUE (EXPENSE) | Gifts | 0 | 0 | 0 | |
| | Interest on capital asset related debt | 0 | 0 | 0 | |
| | Total: | 0 | 0 | 0 | |
| TRANSFERS & OTHER | Capital Expenditures | (59,600) | (59,600) | (17,658) | 29.63 |
| | Transfers for Debt Service | (4,890,274) | (4,890,274) | 0 | 0.00 |
| | Transfers for Financial Aid Match | (3,425) | (3,425) | 0 | 0.00 |
| | Transfers to Plant Reserves | (733,428) | (725,102) | 0 | 0.00 |
| | Transfers - Other | 0 | 0 | 726 | |
| | Total: | (5,686,727) | (5,678,401) | (16,932) | 0.30 |
| BUDGET BALANCE - Projected Transfer to Reserves | | 0 | 0 | 5,382,079 | |
| * Add: NET ASSETS - Beginning of Year | | <u>7,542,464</u> | <u>7,530,263</u> | | |
| Equals: PROJECTED NET ASSETS - End of Year | | <u>7,542,464</u> | <u>7,530,263</u> | | |

* Net Assets - Beginning of Year is after adding back the projected OPEB liability at June 30, 2017 in the amount of \$1,081,994

* Auxiliary Net Assets are required to support future repair and replacement costs. Planning activities continue to document a 20 year plan to support each auxiliary enterprise capital repair/replacement need.

FAIRMONT STATE UNIVERSITY
Actual vs Budget Statement of Revenues and Expenses
Current Restricted
As of July 31, 2018

| | Approved Budget* | Current Budget | YTD Actual | YTD Actual to Current Budget |
|---|-----------------------------|---------------------------|-----------------------|---|
| OPERATING REVENUE | | | | |
| Federal Grants and Contracts | 22,976,687 | 22,976,687 | 207,813 | 0.90 |
| State/Local Grants and Contracts | 6,659,740 | 6,659,740 | 37,000 | 0.56 |
| Private Grants and Contracts | 1,722,871 | 1,722,871 | 7,400 | 0.43 |
| Other Operating Revenue | 5,075 | 5,075 | 2,333 | 45.97 |
| Total: | 31,364,373 | 31,364,373 | 254,546 | 0.81 |
| OPERATING EXPENSE | | | | |
| Salaries | 178,196 | 178,196 | 19 | 0.01 |
| Benefits | 36,463 | 36,463 | (1,195) | -3.28 |
| Student financial aid - scholarships | 40,238,109 | 40,238,109 | 90,470 | 0.22 |
| Supplies and Other Services | 814,665 | 814,665 | (23,107) | -2.84 |
| Equipment Expense | (6,634) | (6,634) | 0 | 0.00 |
| Total: | 41,260,799 | 41,260,799 | 66,187 | 0.16 |
| OPERATING INCOME/ (LOSS) | (9,896,426) | (9,896,426) | 188,359 | -1.90 |
| NONOPERATING REVENUE | | | | |
| Federal Pell Grant Revenues | 10,000,000 | 10,000,000 | 1,096 | 0.01 |
| Gifts | 2,497 | 2,497 | 0 | 0.00 |
| Investment Income | 0 | 0 | 0 | 0.00 |
| Total: | 10,002,497 | 10,002,497 | 1,096 | 0.01 |
| TRANSFERS & OTHER | | | | |
| Capital Expenditures | (43,343) | (43,343) | (35,000) | 80.75 |
| Construction Expenditures | 0 | 0 | 0 | 0.00 |
| Transfers for Fin Aid Match | 33,431 | 33,431 | 13,000 | 38.89 |
| Indirect Cost Recoveries | (20,095) | (20,095) | (1,244) | 6.19 |
| Transfers - Other | 62,301 | 62,301 | 0 | 0.00 |
| Total: | 32,295 | 32,295 | (23,244) | -71.97 |
| BUDGET BALANCE | 138,366 | 138,366 | 166,211 | |
| Add: PROJECTED RESTRICTED NET ASSETS - Beginning of Year | 18,551 | 18,551 | | |
| PROJECTED RESTRICTED NET ASSETS - End of Year | <u>156,917</u> | <u>156,917</u> | | |

*Approved budget is listed at the July budget due to no approvals being required for restricted funds.

Fairmont State University
Actual vs Budget Statement of Revenues and Expenses
Current Unrestricted - Central E&G

As of August 31, 2018

| | | Approved Budget | Current Budget | YTD Actual | YTD Actual to Current Budget |
|--|---|-------------------------|-------------------------|-------------------|---------------------------------|
| OPERATING REVENUE | Tuition and Fees | 26,718,598 | 26,647,443 | 12,606,438 | 47.31 |
| | Student Activity Support Revenue | 463,228 | 393,334 | 33,149 | 8.43 |
| | Operating Costs Revenue | 1,588,279 | 1,587,181 | 272,491 | 17.17 |
| | Support Services Revenue | 1,555,255 | 1,526,233 | 266,859 | 17.48 |
| | Other Operating Revenues | 123,293 | 73,121 | (311,627) | (426.18) |
| | Total: | 30,448,652 | 30,227,312 | 12,867,310 | 42.57 |
| OPERATING EXPENSE | Salaries | 24,390,327 | 24,212,656 | 2,197,295 | 9.07 |
| | Benefits | 6,112,416 | 6,139,023 | 495,463 | 8.07 |
| | Student financial aid-scholarships | 3,783,802 | 3,783,802 | 1,342,971 | 35.49 |
| | Utilities | 1,360,676 | 1,360,676 | 98,309 | 7.22 |
| | Supplies and Other Services | 7,309,150 | 7,138,811 | 1,193,562 | 16.72 |
| | Equipment Expense | 686,102 | 609,142 | 66,099 | 10.85 |
| | Fees retained by the Commission | 185,560 | 185,560 | 0 | 0.00 |
| | Assessment for Support Services | 0 | 0 | 9,112 | |
| | Assessment for Student Activity Costs | 366,227 | 366,227 | 32,873 | 8.98 |
| | Assessment for Operating Costs | 0 | 0 | 664 | |
| | Total: | 44,194,260 | 43,795,897 | 5,436,348 | 12.41 |
| OPERATING INCOME / (LOSS) | | (13,745,608) | (13,568,585) | 7,430,961 | (54.77) |
| NONOPERATING REVENUE (EXPENSE) | State Appropriations | 15,111,777 | 15,111,777 | 3,022,355 | 20.00 |
| | Gifts | 377,220 | 377,220 | 0 | 0.00 |
| | Investment Income | 69,245 | 69,245 | (18,816) | (27.17) |
| | Assessment for E&G Capital & Debt Service Costs | (1,994,319) | (1,994,319) | (656,950) | 32.94 |
| | Total: | 13,563,923 | 13,563,923 | 2,346,589 | 17.30 |
| TRANSFERS & OTHER | Capital Expenditures | (47,400) | (140,864) | (100,936) | 71.66 |
| | Construction Expenditures | (584,500) | (584,500) | (125,862) | 21.53 |
| | Transfers for Debt Service | (64,863) | (64,863) | 0 | 0.00 |
| | Transfers for Financial Aid Match | (40,413) | (40,413) | 0 | 0.00 |
| | Indirect Cost Recoveries | 602 | 602 | 0 | 0.00 |
| | Transfers - Other | (7,550) | (7,550) | (535) | 7.08 |
| | Total: | (744,124) | (837,588) | (227,333) | 27.14 |
| BUDGET BALANCE | | (925,809) | (842,250) | 9,550,218 | (1,133.89) |
| Add: Estimated Unfilled Position Savings: | | 0 | 0 | | |
| ADJUSTED BUDGET BALANCE | | (925,809) | (842,250) | | |
| * Add: UNRESTRICTED NET ASSETS - Beginning of Year | | 6,961,393 | 7,610,679 | | |
| Less: USE OF RESERVE | | 0 | 0 | | |
| Equals: PROJECTED UNRESTRICTED NET ASSETS - End of Year | | <u>6,035,584</u> | <u>6,768,429</u> | | |

Fairmont State University
Actual vs Budget Statement of Revenues and Expenses
Current Unrestricted - Fund Manager

As of August 31, 2018

| | | Approved Budget | Current Budget | YTD Actual | YTD Actual to Current Budget |
|--|--|-------------------------|-------------------------|------------------|---------------------------------|
| OPERATING REVENUE | Tuition and Fees | 2,490,635 | 2,735,342 | 1,641,471 | 60.01 |
| | Other Operating Revenues | 84,975 | 102,987 | 12,037 | 11.69 |
| | Total: | 2,575,610 | 2,838,329 | 1,653,509 | 58.26 |
| OPERATING EXPENSE | Salaries | 1,150,456 | 1,494,208 | 101,932 | 6.82 |
| | Benefits | 214,271 | 250,073 | 14,981 | 5.99 |
| | Student financial aid-scholarships | 27,440 | 27,440 | 9,077 | 33.08 |
| | Utilities | 4,500 | 4,500 | 272 | 6.04 |
| | Supplies and Other Services | 1,085,807 | 1,054,928 | 36,264 | 3.44 |
| | Equipment Expense | 152,329 | 168,148 | 42,783 | 25.44 |
| | Total: | 2,634,803 | 2,999,298 | 205,309 | 6.85 |
| OPERATING INCOME / (LOSS) | | (59,193) | (160,969) | 1,448,200 | (899.68) |
| NONOPERATING REVENUE (EXPENSE) | Gifts | 500 | 17,083 | 16,500 | 96.59 |
| | Interest on capital asset related debt | 0 | 0 | (24,721) | |
| | Total: | 500 | 17,083 | (8,221) | (48.12) |
| TRANSFERS & OTHER | Capital Expenditures | (20,000) | (20,000) | (47,755) | 238.77 |
| | Construction Expenditures | 0 | (7,500) | 0 | 0.00 |
| | Indirect Cost Recoveries | 65,643 | 0 | 432 | |
| | Transfers - Other | 13,050 | 9,406 | (192) | (2.04) |
| | Total: | 58,693 | (18,094) | (47,514) | 262.60 |
| BUDGET BALANCE | | 0 | (161,980) | 1,392,465 | (859.65) |
| Add: Estimated Unfilled Position Savings: | | 0 | 0 | | |
| ADJUSTED BUDGET BALANCE | | 0 | (161,980) | | |
| Add: UNRESTRICTED NET ASSETS - Beginning of Year | | 1,928,034 | 1,976,577 | | |
| Less: USE OF RESERVE | | 0 | 0 | | |
| Equals: PROJECTED UNRESTRICTED NET ASSETS - End of Year | | <u>1,928,034</u> | <u>1,814,597</u> | | |

Auxiliary
Actual vs Budget Statement of Revenues and Expenses
Board of Governors
As of August 31, 2018

| | | Approved Budget | Current Budget | YTD Actual | YTD Actual to Current Budget |
|--|---|-------------------------|-------------------------|------------------|---------------------------------|
| OPERATING REVENUE | Auxiliary Enterprise Revenue | 8,927,583 | 8,927,583 | 3,574,452 | 40.04 |
| | Auxiliary Fees & Debt Service Support Revenue | 5,179,480 | 5,179,480 | 1,585,867 | 30.62 |
| | Other Operating Revenues | 242,535 | 242,535 | 2,628,237 | 1083.65 |
| | Total: | 14,349,598 | 14,349,598 | 7,788,556 | 54.28 |
| OPERATING EXPENSE | Salaries | 2,847,427 | 2,884,272 | 364,272 | 12.63 |
| | Benefits | 635,676 | 644,824 | 44,443 | 6.89 |
| | Student financial aid-scholarships | 851,077 | 825,077 | 278,794 | 33.79 |
| | Utilities | 908,406 | 908,406 | 89,283 | 9.83 |
| | Supplies and Other Services | 3,340,610 | 3,317,045 | 486,686 | 14.67 |
| | Equipment Expense | 79,675 | 82,275 | 1,639 | 1.99 |
| | Total: | 8,662,871 | 8,661,899 | 1,265,117 | 14.61 |
| NONOPERATING REVENUE (EXPENSE) | Gifts | 0 | 0 | 0 | |
| | Interest on capital asset related debt | 0 | 0 | 0 | |
| | Total: | 0 | 0 | 0 | |
| TRANSFERS & OTHER | Capital Expenditures | (59,600) | (59,600) | (37,658) | 63.18 |
| | Transfers for Debt Service | (4,890,274) | (4,890,274) | 0 | 0.00 |
| | Transfers for Financial Aid Match | (3,425) | (3,425) | 0 | 0.00 |
| | Transfers for Capital Projects | 0 | 0 | (39,164) | |
| | Transfers to Plant Reserves | (733,428) | (734,400) | 0 | 0.00 |
| | Transfers - Other | 0 | 0 | 0 | |
| | Total: | (5,686,727) | (5,687,699) | (76,822) | 1.35 |
| BUDGET BALANCE - Projected Transfer to Reserves | | 0 | 0 | 6,446,616 | |
| * Add: NET ASSETS - Beginning of Year | | <u>7,542,464</u> | <u>7,530,263</u> | | |
| Equals: PROJECTED NET ASSETS - End of Year | | <u>7,542,464</u> | <u>7,530,263</u> | | |

* Net Assets - Beginning of Year is after adding back the projected OPEB liability at June 30, 2017 in the amount of \$1,081,994

* Auxiliary Net Assets are required to support future repair and replacement costs. Planning activities continue to document a 20 year plan to support each auxiliary enterprise capital repair/replacement need.

FAIRMONT STATE UNIVERSITY
Actual vs Budget Statement of Revenues and Expenses
Current Restricted
For Period Ending August 31, 2018

| | Approved Budget* | Current Budget | YTD Actual | YTD Actual to Current Budget |
|---|-----------------------------|---------------------------|-----------------------|---|
| OPERATING REVENUE | | | | |
| Federal Grants and Contracts | 22,976,687 | 22,976,687 | 8,030,818 | 34.95 |
| State/Local Grants and Contracts | 6,659,740 | 6,668,193 | 41,384 | 0.62 |
| Private Grants and Contracts | 1,722,871 | 1,724,565 | 1,234,750 | 71.60 |
| Other Operating Revenue | 5,075 | 5,075 | 2,513 | 49.52 |
| Total: | 31,364,373 | 31,374,520 | 9,309,464 | 29.67 |
| OPERATING EXPENSE | | | | |
| Salaries | 178,196 | 178,196 | 61,785 | 34.67 |
| Benefits | 36,463 | 36,413 | 10,329 | 28.37 |
| Student financial aid - scholarships | 40,238,109 | 40,238,109 | 12,842,394 | 31.92 |
| Supplies and Other Services | 814,665 | 826,630 | 72,185 | 8.73 |
| Equipment Expense | (6,634) | (8,402) | 12,290 | -146.27 |
| Total: | 41,260,799 | 41,270,946 | 12,998,983 | 31.50 |
| OPERATING INCOME/ (LOSS) | (9,896,425.85) | (9,896,425.85) | (3,689,519.60) | 37.28 |
| NONOPERATING REVENUE | | | | |
| Federal Pell Grant Revenues | 10,000,000 | 10,000,000 | 3,227,445 | 32.27 |
| Gifts | 2,497 | 2,497 | 0 | 0.00 |
| Investment Income | 0 | 0 | 0 | 0.00 |
| Total: | 10,002,497 | 10,002,497 | 3,227,445 | 32.27 |
| TRANSFERS & OTHER | | | | |
| Capital Expenditures | (43,343) | (43,343) | (35,000) | 80.75 |
| Construction Expenditures | 0 | 0 | 0 | 0.00 |
| Transfers for Fin Aid Match | 33,431 | 33,431 | 13,000 | 38.89 |
| Indirect Cost Recoveries | (20,095) | (20,095) | (8,719) | 43.39 |
| Transfers - Other | 62,301 | 62,301 | 726 | 1.17 |
| Total: | 32,295 | 32,295 | (29,993) | -92.87 |
| BUDGET BALANCE | 138,366 | 138,366 | (492,067) | |
| Add: PROJECTED RESTRICTED NET ASSETS - Beginning of Year | 18,551 | 18,551 | | |
| PROJECTED RESTRICTED NET ASSETS - End of Year | <u>156,917</u> | <u>156,917</u> | | |

*Approved budget is listed at the July budget due to no approvals being required for restricted funds.

Tab 3

**Fairmont State University
Board of Governors
October 18, 2018**

Item: Textbook Adoptions Report

Committee: Committee of the Whole

Recommended Resolution: Be it resolved, that the Fairmont State University (FSU) Board of Governors accept the Textbook Adoptions Report and forward the same to the Higher Education Policy Commission (HEPC).

Staff Member: Dr. Richard Harvey
Interim Provost and Vice President of Academic Affairs

Background: Bookstore Policy #54 section 2.2.7, requires the bookstore to compile a report regarding missing textbook adoptions by June 1 each year. This report is to be forwarded to the Board of Governors for review.

This institutional Board of Governors must then submit a report on textbook adoptions to the West Virginia Higher Education Policy Commission annually by November 1.

A copy of this agenda item will be provided to the HEPC to fulfill this reporting requirement.



West Virginia Higher Education Policy Commission
West Virginia Community and Technical College System

1018 Kanawha Boulevard, East, Suite 700
Charleston, West Virginia 25301



Michael J. Farrell, Esq.
Chair

(304) 558-2101

Robert L. Brown
Chair

Carolyn Long
Interim Chancellor

www.wvhepc.edu
www.wvctes.org

Sarah Armstrong Tucker, Ph.D.
Chancellor

**HEPC and CCTCE Series 51, Procedural Rule
Bookstores and Textbooks**

**Institutional Annual Report
Due November 1, 2018**

Institution: Fairmont State University

Reporting Date: October 1, 2018

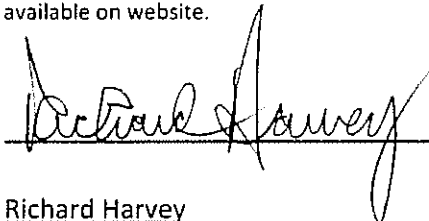
| Deadline Date for Faculty to be Assigned to Courses | Percentage of Deadline Met | Deadline Date for Textbooks and Course Material Selection | Percentage of Deadline Met | Date the Assigned Textbooks and Course Materials were Posted |
|---|----------------------------|---|----------------------------|--|
| Fall 2017 | | March 13, 2017 | 93% | March 13, 2017 |
| Summer 2017 | | March 13, 2017 | 100% | March 13, 2017 |
| Spring 2018 | | October 9, 2017 | 93% | October 9, 2017 |

Textbook Affordability Supporting efforts (Please use this space to provide anecdotal information about how your institution is helping to reduce textbook costs for students.):

The following strategies were implemented to help reduce textbook costs for students:

- Rental Program which results in over \$300,000 in savings each semester;
- Well-publicized Buy Back of used books each semester;
- Three-year adoption cycle, which allows for more used books to be offered;
- Increased use of digital materials;
- Decreased use of customized materials;
- Copies of textbooks available for checkout in library;
- ISBN numbers available on website.

Institutional Official
Signature:



Printed Name:

Richard Harvey

Date:

October 1, 2018

Return form by November 1, 2018 to:

Cindy.anderson@wvhepc.edu

Tab 4

**Fairmont State University
Board of Governors
October 18, 2018**

Item: Curriculum Proposal for Master of Science in Healthcare Management

Committee: Committee of the Whole

Recommended Resolution: Be it resolved, that the Fairmont State University Board of Governors approve the curriculum proposal for a degree of Master of Science in Healthcare Management.

Staff Member: Richard Harvey
Interim Provost and Vice President for Academic Affairs

Background: The new Master of Science in Healthcare Management is a thirty-six hour, primarily online degree designed for mid-level to senior leadership executives, administrators, directors, and managers in healthcare organizations.

This program's mission is to prepare early careerists and seasoned managers for healthcare leadership roles in the public or private sector. This proposal has been approved by the Graduate Studies Council of Fairmont State University and the Academic Affairs Committee of the Board of Governors.



**FAIRMONT STATE
UNIVERSITY™**

Curriculum Proposal for Master of Science in Healthcare Management

(Prepared in accordance with §133-11-6, Submission Requirements for New Program)

Submitted by the School of Business and prepared by:

**Dr. M. Raymond Alvarez, DHA, MPA, FACHE, Adjunct Professor;
Dr. Gina Fantasia, M.S.I.R., J.D., Associate Professor and Director of Accreditation; and,
Dr. Timothy Oxley, M.S., Ed.S., Ed.D., Interim Dean and Professor of Business.**

Curriculum Proposal for Master of Science in Healthcare Management

Prepared in accordance with §133-11-6, Submission Requirements for New Program

Section 6.1.

| | |
|---|--|
| Name of Institution: | Fairmont State University |
| Date: | 09/10/18 |
| Category of Action Required: | Approval |
| Title of Degree or Certificate: | Master of Science in Healthcare Management (MHCM) |
| Location: | Online and cohort sessions on campus (Fairmont and Bridgeport) |
| Effective Date of Proposed Action: | Fall 2019 |

Summary statement:

Fairmont State University proposes development of a thirty-six hour, primarily online Master of Science Degree in Healthcare Management (MHCM), designed for mid-level to senior leadership executives, administrators, directors, and managers in healthcare organizations. These organizations range from acute-care hospitals, post-acute facilities, community-based health agencies, public institutions or other affiliated-care continuum agencies. This rapidly growing sector of the economy is thirsty for competently trained management, able to lead an era of shrinking financial support, and increasing cost and demand, managers and executives who must thrive in an ever-changing regulatory environment. This program also provides an option for undergraduates who are planning to continue their education at the master's level or beyond. The program focuses on developing sustainable executive practices that result in efficient healthcare management and effective outcomes to the communities served. A significant distinguishing component to this online graduate program is the on-campus weekend seminar organized each semester, which builds a sense of community within the cohort and establish beneficial networks among healthcare professionals. The unique hybrid approach makes the proposed degree one that offers ease of access online courses, as well as, face-time dialogue and instruction. With a focus on applied health services research, it can develop FSU as a research center in healthcare management by promoting published, relevant research, and scholarly work by course participants.

The **mission** of the MHCM program is to prepare early careerists and seasoned managers for healthcare leadership roles in the public or private sector. The **vision** of the MHCM program is to provide access to a premier graduate degree that guides course participants to become competent and effective healthcare leaders. The MHCM program focuses on academic excellence by using a relevant, evidence-based curriculum that meets the expectations of industry leaders, and the accrediting body for graduate-level business or healthcare management education. The program strives to be compassionate and understanding to place-bound working adults, or off campus learners, by assuring access to an excellent online/hybrid graduate healthcare management degree, which is essential for personal development and key to career advancement.

6.2. Program Description

6.2.a. Program Objective:

The **program objectives** (learning outcomes) are designed so that the course participant will be able to:

1. Explain, interpret and synthesize effective methods for exemplary professional performance through demonstration of key managerial and leadership competencies and innovative practices.
2. Apply information acquired through implementation and introduction of new skills that demonstrate effective communication, analytical or critical thinking, and problem solving necessary for expanded administrative roles in healthcare practice and leadership.
3. Create new or original work utilizing effective and dynamic management practices or tools required for research, planning, strategy, quality assessment, organization and staffing effectiveness, leading change and sustainability for healthcare organizations.
4. Critique and assess didactic and experiential opportunities for professional development in healthcare administration and/or management.
5. Examine and justify the policy structure, finance and values of the U.S. healthcare system.
6. Assess, defend or critique bioethical, legal-medical and socio-ethical issues in the practice of medicine and delivery of healthcare.

| Program Learning Objectives | Title of Course in which Objective is Taught and Assessed (See sequence of courses and description of content in section 6.2.c.2) | Assessment Measure* <i>see curriculum map on pages 5-6</i> | Performance Indicator: |
|---|---|---|---|
| 1. Explain, interpret and synthesize effective methods for exemplary professional performance through demonstration of key managerial and leadership competencies and innovative practices. | <p>All courses and all seminars. Key aspects of the following courses: -Leadership and Organization -Healthcare Finance and Strategy -Healthcare Ethics/Corp. Responsibility -Medical/Legal Issues in HC Delivery -HC Policy, Trends & Public Financing -Healthcare Quality -Strategic Management Capstone</p> <p>Seminars: -Designing an Effective Care Continuum -Lean Six Sigma</p> | Written assignments, discussion boards, or group project | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 2. Apply information acquired through implementation and introduction of new skills that demonstrate effective communication, analytical or critical thinking, and problem solving necessary for expanded administrative roles in healthcare practice and leadership. | <p>All courses and seminars Key aspects of the following courses: -Leadership and Organization -Healthcare Ethics/Corp. Responsibility -Medical/Legal Issues in HC Delivery -Epidemiology and Population Health -Health Information & IT Systems -Healthcare Quality -Independent Research/special topics -Strategic Management Capstone</p> <p>Seminar: - Lean Six Sigma -Healthcare Quality</p> | Written assignments, discussion boards, and final exam | At least 80% of students should achieve a grade of B or better based on assessment rubric or key. |

| | | | |
|---|---|--|--|
| <p>3. Create new or original work utilizing effective and dynamic management practices or tools required for research, planning, strategy, quality assessment, organization and staffing effectiveness, leading change and sustainability for healthcare organizations.</p> | <p><i>-Leadership and Organization</i> <i>-Healthcare Finance and Strategy</i> <i>-Healthcare Ethics/Corp. Responsibility</i> <i>-Medical/Legal Issues in HC Delivery</i> <i>-Epidemiology in Population Health</i> <i>-HC Policy, Trends and Public Financing</i> <i>-Health Information and IT Systems</i> <i>-Healthcare Quality</i> <i>-Introduction to Research Methods</i> <i>-Independent Research/special topics</i> <i>-Strategic Management Capstone</i></p> <p>Seminars: <i>-Designing an Effective Care Continuum</i> <i>-Lean Six Sigma</i> <i>-Healthcare Quality</i></p> | <p>Written assignments, discussion boards, group project and final exam for select courses</p> | <p>At least 80% of students should achieve a grade of B or better based on assessment rubric or key.</p> |
| <p>4. Critique and assess didactic and experiential opportunities for professional development in healthcare administration and/or management.</p> | <p><i>-Leadership and Organization</i> <i>-Healthcare Finance and Strategy</i> <i>-Healthcare Ethics/Corp. Responsibility</i> <i>-Medical/Legal Issues in HC Delivery</i> <i>-HC Policy, Trends and Public Financing</i> <i>-Health Information & IT Systems</i> <i>-Introduction to Research Methods</i> <i>-Independent Research/special topics</i> <i>-Strategic Management Capstone</i></p> | <p>Written assignments, discussion boards, group project and final exam for select courses</p> | <p>At least 80% of students should achieve a grade of B or better based on assessment rubric or key.</p> |
| <p>5. Examine and justify the policy structure, finance and values of the U.S. healthcare system.</p> | <p><i>-Leadership and Organization</i> <i>-Healthcare Finance and Strategy</i> <i>-Healthcare Ethics/Corp. Responsibility</i> <i>-Medical/Legal Issues in HC Delivery</i> <i>-Epidemiology in Population Health</i> <i>-HC Policy, Trends and Public Financing</i> <i>-Health Information & IT Systems</i> <i>-Healthcare Quality</i> <i>-Introduction to Research Methods</i> <i>-Independent Research/special topics</i> <i>-Strategic Management Capstone</i></p> <p>Seminars: <i>-Lean Six Sigma</i> <i>-Healthcare Quality</i></p> | <p>Written assignments, discussion boards</p> | <p>At least 80% of students should achieve a grade of B or better based on assessment rubric or key.</p> |
| <p>6. Assess, defend or critique bioethical, legal-medical and socio-ethical issues in the practice of medicine and delivery of healthcare.</p> | <p><i>-Healthcare Ethics/Corp. Responsibility</i> <i>-Medical/Legal Issues in HC Delivery</i> <i>-Epidemiology in Population Health</i> <i>-Healthcare Quality</i> <i>-Introduction to Research Methods</i> <i>-Independent Research/special topics</i></p> <p>Seminars: <i>-Designing an Effective Care Continuum</i> <i>-Healthcare Quality</i></p> | <p>Written assignments, discussion boards, and final exam for select courses</p> | <p>At least 80% of students should achieve a grade of B or better based on assessment rubric or key.</p> |

Sequence of courses and description of content is outlined in section 6.2.c.2.

Program Student Learning Outcomes Curriculum Map on following page.

MHCM Program Student Learning Outcomes Curriculum Map

Degree: Master's Degree in Healthcare Management

Prepared by: Dr. M. Raymond Alvarez

Revised: September 24, 2018

MHCM Student Learning Outcomes:

1. Explain, interpret and synthesize effective methods for exemplary professional performance through demonstration of key managerial and leadership competencies and innovative practices.
2. Apply information acquired through implementation and introduction of new skills that demonstrate effective communication, analytical or critical thinking, and problem solving necessary for expanded administrative roles in healthcare practice and leadership.
3. Create new or original work utilizing effective and dynamic management practices or tools required for research, planning, strategy, quality assessment, organization and staffing effectiveness, leading change and sustainability for healthcare organizations.
4. Critique and assess didactic and experiential opportunities for professional development in healthcare administration and/or management.
5. Examine and justify the policy structure, finance and values of the U.S. healthcare system.
6. Assess, defend or critique bioethical, legal-medical and socio-ethical issues in the practice of medicine and delivery of healthcare.

| Core Curriculum Cores | | Student Learning Outcomes | | | | | | | |
|---|-----------|---------------------------|------------------------|------------------------|-----------------------------|-------------------------------|------------------------|------------------------|------------------------|
| | | Outcome 1 | Outcome 2 | Outcome 3 | Outcome 4 | Outcome 5 | Outcome 6 | | |
| Course name | Number | | | | | | | | |
| <i>Weekend Seminar</i> | MHCM 5000 | I – Written Assignment | | I – Group Presentation | | | | | |
| <i>Leadership and Organization</i> | MHCM 5100 | I – Discussion Forum | R – Written assignment | R – Discussion Forum | M – Exam | | R – Written Assignment | | |
| <i>Healthcare Finance and Strategy</i> | MHCM 5200 | R – Discussion Forum | | M – Exam | | | | M – Written Assignment | |
| <i>Healthcare Ethics and Corporate Accountability</i> | MHCM 5300 | M – Written Assignment | | R – Written Assignment | | | | R – Discussion forum | M – Final Exam |
| <i>Medical-Legal Issues in Healthcare Quality</i> | MHCM 5400 | | | R – Discussion Forum | | | M – Written assignment | R – Group Project | M – Final Exam |
| <i>Epidemiology and Population Health</i> | MHCM 5500 | | | R – Written assignment | | M – Community health proposal | R – Discussion forum | | |
| <i>Healthcare Policy, Trends & Public Financing</i> | MHCM 5600 | | | | M – Final written project | | | R – Discussion forum | R – Written assignment |
| <i>Healthcare Economics</i> | MHCM 5700 | I – Discussion Forum | | R – Discussion Forum | M – Midterm and final exams | | R – Written Assignment | | |
| <i>Health Information Exchange & IT Systems</i> | MHCM 5800 | | | R – Group Project | M – Final Exam | | | R – Discussion Forum | M – Written Assignment |

Level of Learning: I- Introduced, R- Reinforced, M-Mastered

Key for Bloom Taxonomy Cognitive Domain

Red = Recognition/Understanding: Assignments that test students' ability to recall or explain ideas or concepts regarding relevant course material.

Yellow = Apply/Analyze: Assignments that test ability to use information or problem-solving skills.

Green= Evaluate: Assignments that require students to make judgments about a decision or course of action.

Purple= Create: Assignments that require students to generate new ideas, products, or ways of viewing things.

Program Student Learning Outcomes Curriculum Map, continued:

| | | | | | | | |
|---|-----------|--|----------------------------|---|---|------------------|-------------------------|
| MHCM Program Student Learning Outcomes: | | | | | | | |
| 1. Explain, interpret and synthesize effective methods for exemplary professional performance through demonstration of key managerial and leadership competencies and innovative practices. | | | | | | | |
| 2. Apply information acquired through implementation and introduction of new skills that demonstrate effective communication, analytical or critical thinking, and problem solving necessary for expanded administrative roles in healthcare practice and leadership. | | | | | | | |
| 3. Create new or original work utilizing effective and dynamic management practices or tools required for research, planning, strategy, quality assessment, organization and staffing effectiveness, leading change and sustainability for healthcare organizations. | | | | | | | |
| 4. Critique and assess didactic and experiential opportunities for professional development in healthcare administration and/or management. | | | | | | | |
| 5. Examine and justify the policy structure, finance and values of the U.S. healthcare system. | | | | | | | |
| 6. Assess, defend or critique bioethical, legal-medical and socio-ethical issues in the practice of medicine and delivery of healthcare. | | | | | | | |
| Core Curriculum Cores | | Program Student Learning Outcomes | | | | | |
| | | Outcome 1 | Outcome 2 | Outcome 3 | Outcome 4 | Outcome 5 | Outcome 6 |
| <i>Introduction to Research Methods</i> | MHCM 6000 | I – Discussion Forum | M – Data Analysis Projects | M – Dashboard Project | | | |
| <i>Independent Research</i> | MHCM 6100 | M – Written Assignment | M – Research Manuscript | M – Presentation of Research Findings | M – Discussion Forum | | M – Research Manuscript |
| <i>Strategic Management Capstone</i> | MHCM 6200 | M – Discussion Forum | M – Written Assignment | M – Presentation of Capstone Experience | M – Presentation of Capstone Experience | | |
| Level of Learning: I- Introduced, R- Reinforced, M-Mastered | | | | | | | |
| Key for Bloom Taxonomy Cognitive Domain | | | | | | | |
| Red = Recognition/Understanding: Assignments that test students' ability to recall or explain ideas or concepts regarding relevant course material. | | | | | | | |
| Yellow = Apply/Analyze: Assignments that test ability to use information or problem-solving skills. | | | | | | | |
| Green= Evaluate: Assignments that require students to make judgments about a decision or course of action. | | | | | | | |
| Purple= Create: Assignments that require students to generate new ideas, products, or ways of viewing things. | | | | | | | |

6.2.b. Program Identification

The United States Department of Education, National Center for Education Statistics (NCES), Classification of Instructional Programs (CIP) that is relevant to this proposal is 51.0701, **Hospital and Health Care Facilities Administration/Management**. This classification is described as a program that prepares individuals to apply managerial principles to the administration of hospitals, clinics, nursing homes, and other healthcare facilities. It includes instruction in facilities planning, building and operations management, business management, financial management and insurance, fund-raising and marketing, public relations, human resources management and labor relations, healthcare facilities operations, principles of healthcare delivery, and applicable law and regulations.

6.2.c. Program Features

This program is designed to satisfy the accreditation standards established by the Accreditation Council for Business Schools and Programs (ACBSP), which accredits all the other programs offered by the School of Business. The MHCM Program offers a combination of online course content and on-site seminars in a cohort sequence. Based upon the financial plan (see section 6.4.g. **Operating Resource Requirements**), with a minimum of 20 per cohort and based on reasonable assumptions, the program will move toward sustainable profitability in Year Two.

A relevant master's degree curriculum in healthcare management must use a model of delivery that is both convenient and effective for the working professional who is a mid-level to senior level practitioners. The designed content offers new and relevant topics not always found in other online programs:

- *Face-to-face orientation to familiarize students with course requirements and technology*
- *Intensive/interactive weekend seminars scheduled throughout each semester*
- *Use of industry experts to supplement faculty so that information is current, relative and practical*
- *Enrollment in two online Internet-based courses per 16-week semester plus two summer sessions*
- *Delivery of applicable tools to facilitate critical decision making in strategy, finance, human resources and quality management*
- *Integrated courses with the FSU MBA program for continuity and quality*

This master's program is designed in a cohort format, with one cohort starting in the fall semester of each year. A cohort is a group of master's degree candidates who follow a set schedule of courses together from start to finish. Optimum design is a five-semester format, but the program could be extended, at the discretion of the School of Business, by permitting students to take fewer courses per term. Cohorts could be blended after year 1 for scheduling flexibility. A Certificate in Healthcare Management will be available as an option for those students who need or desire only certification for career advancement. Certification will be available to those successfully completing the following fifteen (15) hours of courses:

- ***MHCM 5200: Healthcare Finance and Strategy***
- ***MHCM 5300: Healthcare Ethics and Corporate Accountability***
- ***MHCM 5400: Medical-Legal Issues in Healthcare Quality***
- ***MHCM 5600: Healthcare Policy, Trends and Public Financing***
- ***MHCM 5000: Weekend Seminars in Six Sigma, Quality and Designing an Effective Care Continuum***

This 15-hour certificate in graduate healthcare management meets a real demand in the marketplace. It satisfies the course work portion of the requirements for nursing home administrator licensure, or other certification for those having a post-graduate degree or a bachelor's degree who are seeking specialized certification for career mobility or professional development. Because these courses are sequenced in the first two program years, students completing these courses could also continue to complete the MHCM degree, if desired.

Typically, a person interested in obtaining a license to work as a nursing home administrator must demonstrate qualifications, and complete 1000 hours of on-the-job administrator-in-training (AIT). The planned certification in graduate healthcare management offers a more efficient pathway to that licensure. After completion of the 15 hours of certificate course work, those wishing to prepare for a nursing home administrator license in West Virginia could take the Independent Research and Strategic Management Capstone course to complete 500 hours of AIT practicum experience, to be arranged with a post-acute care provider. A post-acute organization has been identified for local training placement. Upon successful completion of the practicum hours, the student may petition the WV Nursing Home Administrator Licensing Board to waive the additional 500 hours of AIT, and allow them to sit for the licensure exam. In recognition of the value of higher education and the training represented by the Fairmont State certification, the WV Nursing Home Administrator Licensing Board has expressed interest in collaboration with Fairmont State to provide this waiver. Thus, our certificate and 500 hours of AIT, rather than 1000 hours of AIT, would allow our students to sit for the licensure exam. *It would be unique to West Virginia.*

6.2.c.1. Admissions and Performance Standards

The application process will follow the same steps and standards as are in place for the School of Business and Fairmont State's graduate programs generally:

- Applicants must have completed a baccalaureate degree from a regionally accredited institution, or be in the final semester before degree completion.
- Complete an application form.
- Official transcripts must be sent directly from the college or university that issued the baccalaureate degree to the Office of Admissions.
- Students must submit scores on a graduate aptitude test such as the Graduate Record Examination (GRE), Miller Analogies Test (MAT), Graduate Management Admission Test (GMAT),

Test scores alone may not determine admission. Letters of recommendation, statements of purpose, and personal interviews may also be used to assess a student's preparedness for and probability of success. Applicants who do not meet all minimum admission criteria may be admitted provisionally.

6.2.c.2. Program Requirements

The following table identifies the courses listed by title and credit; a detailed description of each course follows, and master syllabi are part of the appendix. This chart also illustrates the sequence of courses.

| Program Year 1 | New Course title | Credit hours | Delivery method |
|---------------------|--|--------------|---------------------------|
| Fall Semester | Orientation to Healthcare Management Program | No credit | On campus weekend |
| | MHCM 5100: Leadership and Organization | 3 | Online |
| | MHCM 5200: Healthcare Finance and Strategy* | 3 | Online |
| Spring Semester | MHCM 5300: Healthcare Ethics and Corporate Accountability* | 3 | Online |
| | MHCM 5400: Medical-Legal Issues in HealthCare Delivery* | 3 | Online |
| | MHCM 5000: Designing an Effective Care Continuum* | 1 | On campus weekend seminar |
| Total hours PY 1 | | 13 hours | |
| | | | |
| Program Year 2 | Course title | Credit hours | Delivery method |
| Fall Semester | MHCM 5500: Epidemiology and Population Health | 3 | Online |
| | MHCM 5600: Healthcare Policy, Trends and Public Financing* | 3 | |
| | MHCM 5000: Lean Six Sigma* | 1 | On campus weekend seminar |
| Spring Semester | MHCM 5700: Healthcare Economics | 3 | Online |
| | MHCM 5800: Health Information Exchange and Information Systems | 3 | Online |
| | MHCM 5000: Healthcare Quality* | 1 | On campus weekend seminar |
| Summer Semester | MHCM 6000: Introduction to Research Methods | 3 | Online |
| | | | |
| Total hours PY 2 | | 17 hours | |
| | | | |
| Program Year 3 | Course title | Credit hours | Delivery method |
| Fall Semester | MHCM 6100: Independent Research –or-- Special Topics (includes presentation of research or topic at an on-campus weekend seminar) | 3 | Online/arranged |
| | MHCM 6200: Strategic Management Capstone | 3 | Online/arranged |
| Total hours PY 3 | | 6 hours | |
| | | | |
| Total Program hours | | 36 hours | |

Color key and notation: * denotes courses required for 15-hour certificate in Healthcare Management; courses in blue denote alignment with current courses in MBA program; courses in yellow denote finance orientation for accreditation purposes.

Course Descriptions and Credit:

Year 1 First Semester: (6 hours)

1) Orientation Weekend (no credit). This is a mandatory, non-credit seminar, which includes a general orientation to the Master of Science in Healthcare Management Program, review of course sequences, and benefits of attaining graduate degree. It is designed to familiarize participants with Fairmont State University and School of Business Policies, review the electronic learning platforms, setup email, review written submission styles (e.g., APA), and setup access to campus facilities (library resources, financial aid, etc.). It is scheduled prior to the start of the fall semester. (See, master syllabus on page pp. 24-26.)

2) MHCM 5100: Leadership and Organization (3 hrs.) This is a critical examination of leadership and organizational theories, and corresponding practices within the context of healthcare continuum (public health, community, acute care, post-acute continuum, home based services, medical home model, etc.). Emphasis is on theory, and application of theory, at the individual, interpersonal and group levels. Focus will be on critical assessment, practical application and exploration of effective and ethical leadership practices by senior level managers and executives, and understanding systems theory, culture, and change processes as they relate to individuals and systems that drive healthcare organizations. The interplay of human, technological, and structural factors in organizations will be examined. Important issues to be considered will also include motivation theories, communication, and group decision theories for managerial applications. This includes job design and organizational structures and techniques to be used for evaluating and rewarding performance. Similarly, the class will look at techniques for the development of team building, leadership and conflict resolution skills. Focus is given to leadership approaches, job enrichment, quality of work life, and employee attitudes and achievement. (This course corresponds to MSBA 5110). (See, master syllabus on page pp. 27-29.)

3) MHCM 5200: Healthcare Finance and Strategy (3 hrs.) This course is designed as an examination of standard cost accounting methods, financial monitoring and strategic planning in healthcare organizations. It also focuses on evaluation in the planning-implementation-evaluation cycle for return on investment as part of the financial planning process. Topics include various business perspectives, alternative evaluation designs and related methodologies including collaborative action research and issues related to design, measurement and utilization, whether the task is designing internal financial controls, contracting for outsourcing, or critically reviewing financial performance compared to benchmarks. Alternative payment and provider models are reviewed, along with current healthcare reform efforts and legislative proposals. Each participant will prepare a departmental budget/project budget in self-selected area of concentration. (See, master syllabus on page pp. 30-32.)

Year 1 Second Semester: (7 hours)

4) MHCM 5300: Healthcare Ethics and Corporate Accountability (3 hrs.) Issues concerning the ethical, legal and social implications of advances in medical technology and clinical medicine are constant leadership challenges. From advances in transplantation to new legislation that provide healthcare access to underserved and vulnerable populations, professionals with advanced training in bioethical decision making are needed to address the ethical challenges of today and the evolving challenges of tomorrow. Major national and global public health challenges are introduced. The second half of this course examines key federal agencies (Centers for Medicare and Medicaid Services, Office of Inspector General, National Centers for Disease Control and Prevention, and the Food and Drug Administration to name a few) as well as the activity of state and other regulatory organizations. It also examines current outcome measures that affect payment in various settings, selecting performance improvement topics as part of annual strategy, analysis of trends for intervention, staff re-training needed, compliance with policies, and building support for compliant behaviors from ground up. This course examines what information is typically collected, shared and or distributed publicly—and how that affects perception of quality at an organization.

With the advent of disclosure, roles and functions within a healthcare organization are examined in terms of ethics and corporate accountability. (See, master syllabus on page pp. 33-35.)

5) MHCM 5400: Medical/Legal Issues in Healthcare Delivery (3 hrs.) This course examines the complex intersection of law and health systems, as well as, common legal issues encountered by healthcare leaders such as laws pertaining to professional liability, patient privacy and payment system management. It provides historical and contemporary discussions of legal issues that have, and will continue to shape medical care coordination, delivery and strategy in the United States. Legal issues regarding the healthcare organization and its trustees, administrators and medical staff are key focus points. The course investigates the legal basis of healthcare risk management in the United States to include constitutional provisions and federal statutes that influence public payment policy. It also prepares senior administrators for preventative measures in an increasingly litigious environment. It will include a general review of Stark III/IV, Office of Inspector General activities related to healthcare fraud and abuse, Sarbanes Oxley and other pertinent laws affecting federal payment and accounting practices. Major topics include state and federal regulation of healthcare providers and institutions; tort liability in the context of medical care; patient and provider rights and obligations; public and private insurance systems; and basic issues in bioethics and public health and the social forces that have shaped its historical development. Other topics may include ethical and legal challenges of telemedicine. (See, master syllabus on page pp. 36-38.)

6) MHCM 5000: Weekend seminar "Designing an Effective Care Continuum" (1 hour) This on-campus seminar focuses on patient transition from acute (e.g., community hospital, regional hospitals) to sub-acute (skilled nursing, rehab, LTCH) to home (home health, hospice, medical home model, outpatient services). It is an examination of challenges in care continuity, starting with basic access to primary care to ultimate issues dealing with length of stay, benefit days, and discharge planning to an appropriate level of care, as well as, the issues involved: family dynamics, physician/specialist coordination, and effective resource utilization by key healthcare managers and staff. A patient with at least 5 chronic health conditions (blood pressure, diabetes, lung disease, infection, kidney, etc.) can see up to as many as 10 different physicians directing care and not always in a coordinated fashion. A typical hospitalized inpatient (elderly, fragile) will have an admitting physician and at least 4 or 5 consulting specialists. Understanding the basics of the continuum of care at various levels, as well as impact of managed care on choice, length of stay, and where service is approved is addressed. The current directives for bundled payment initiatives and penalties for hospital re-admission will be discussed. This seminar covers post-acute services and how they are financed, and why coordination of patient transfer or handoff must be done so that readmission to the acute care hospital within 30 days does not occur. (See, master syllabus on page pp. 24-26.)

Year 2 Semester 1: (7 hours)

7) MHCM 5500: Epidemiology and Population Health (3 hours) The first half of this session serves as an introductory course in epidemiologic methodology covering study design for investigation of both infectious and chronic diseases. Evaluation of screening programs and health services research will also be discussed. Overview of community monitoring and role of public health for outbreak investigation, natural history of infectious diseases, validity of clinical tests, and overview of data collected by states (vital statistics) as well as the role of community responsiveness (disaster and high risk preparation/Homeland Security). The second half of the course involves developing a project that addresses an identified community need. The role of Community Health Needs Assessment as part of the Affordable Care Act is included as well as methods in conducting them to comply with IRS requirements. (See, master syllabus on page pp. 39-41.)

8) MHCM 5600: Healthcare Policy, Trends and Public Financing (3 hours) This examination of the politics of federal and state health policy process includes effects of political structure and institutions on various social factors, interest groups, classes and social movements. Unfunded mandates such as some provisions of the Patient Protection and Affordable Care Act that affect state budgets (e.g., expansion of Medicaid eligibility) are reviewed. Course participants examine the influences and functions of government agencies, legislative processes and procedures and executive branch rule-making. Course participants will objectively evaluate how policy changes occur at the federal and state levels and then how they subsequently affect your functioning as a citizen and a

professional. Class lecture will focus on the legislative path of federal law and then follow it through to the outcomes at the state level. Course participants will explore the importance of developing relationships, communication and advocacy strategies with elected officials and various stakeholder groups that interact with the federal and state legislative processes. A historical overview of American health policy will set the framework from the turn of the century to current or proposed payment systems and initiatives. (See, master syllabus on page pp. 42-44.)

9) MHCM 5000: Weekend seminar “Lean Six Sigma” (1 hour) This on-campus seminar focuses on the knowledge and skills required to interpret quality standards, design effective data collection systems, and utilize concepts known as Lean Six Sigma. Six Sigma (6σ) is a set of techniques and tools for process improvement. Developed in the mid-1980s for manufacturing, it has been adapted to healthcare as it seeks to improve the quality of the output of a process by identifying and removing the causes of defects and minimizing variability in processes. The goal is to identify problems, create solutions, monitor outcomes in a follows a defined sequence of steps. The seminar will look at issues in reporting outcomes and strategies from various perspectives – administrative, consumer and societal (government and organizations in the private sector that influence the source and use of funds). Effective use of data currently existing within the healthcare organization that is often overlooked, or not reported effectively, is also a key focus. (See, master syllabus on page pp. 24-25.)

Year 2, Semester 2: (7 hours)

10) MHCM 5700: Healthcare Economics (3 hours) This course covers micro-economic theory focusing on patient demand for services and supply of services based on the complex regulatory environment in healthcare organizations. Course participants will learn to analyze health policies, as well as, the behaviors of patients, insurers, and physicians in varying healthcare organizations. Issues will be explored such as fee structuring; controversial policy issues, such as, access to care and/or the medically under-insured or uninsured; the demand and mandate of health insurance; and the increased presence of governmental control that impacts healthcare economics. The interrelationships of value, quality, and price are analyzed. The importance of transparency of quality and its effect on value is articulated. Compensation and payer models are compared including the role of employer benefits, private health insurance plans, Medicare and Medicaid, and various mechanisms used to cover the costs of prescription drugs. Current issues, such as pay for performance, cost saving through prevention, cost shifting, and healthcare for the aging, are discussed. (See, master syllabus on page pp. 45-47.)

11) MHCM 5800: Healthcare Information Exchange and Information Systems (3 hours) There are myriad information systems used across the spectrum of healthcare organizations. This course focuses on need for effective information processing, including documentation and coding. Overview of privacy issues, use of protected information, and integration of health records are provided. Course will also educate key leadership on understanding Diagnostic Related Groups, International Classification of Disease (ICD 10), as well as common procedural terminology (CPT) used by physicians, as these are all factors in reimbursement. Federal mandates and initiatives will be included for electronic medical record integration and the future. The cost of technology and the demands on an organization are also included in what support is needed for effective management. Discussion will include regional and state health information exchanges, applicable laws related to privacy and portability of records. It also examines the business aspects of computer systems management including business productivity software. (See, master syllabus on page pp. 47-49.)

12) MHCM 5000: Weekend seminar “Healthcare Quality” (1 hour) This on-campus seminar series continues to define models for assessing healthcare quality with practical application to various testing measures such as analysis of variance, statistical relevance, and data gathering. Use of Excel to model trends and other analysis will be included. Methods for making dashboards and other reporting summaries will be demonstrated. (See, master syllabus on page pp. 24-26.)

Year 2, Summer Session: (3 hours)

13) MHCM 6000: Introduction to Research Methods (3 hours) This course develops competency in principles of research and measurement for use in the professional setting. Course participants will learn research methods to apply to program and systems design and evaluation to achieve successful measurement of outcomes and goals. Course participants will become critical consumers of pertinent literature to provide background and support for the choice and application of proper qualitative and quantitative research methods and data analysis for professional application. The course content includes an overview of research concepts, ethics in research, literature searches and reviews, quantitative and qualitative research methods and designs, IRB procedures, data collection, analysis and interpretation techniques. Basic concepts of statistics and the diverse approaches to performance improvement inquiry and practice to affect change in behaviors needed are emphasized for practical application. Practices of inquiry, analysis and evaluation will be applied as well as integrated throughout the course of study. In addition, a research manuscript will be demonstrated and achieved in the culminating capstone work of the MHCM degree. (See, master syllabus on page pp. 51-53.)

Year 3, Semester 1: (6 hours)

14) MHCM 6100: Independent Research –or – Externship/Special Topics in Business Management (3 hrs.) The course participant will design and conduct independent research, culminating in a research manuscript; or participate in a post-acute care internship (e.g. complete 250 hours of AIT); or complete one other course elective within the graduate courses in the School of Business from as the following:

MSBA 5140 Strategic Human Resources Management

MSBA 5130 Labor Relations and Dispute Resolution

MSBA 5600 Marketing for Managers

(See, master syllabus on page pp. 54-56.)

15) MHCM 6200: Strategic Management Capstone (3 hours) In this final course, participants will utilize the skills, knowledge, and education gained in this program in creating a capstone project. The work is centered on selecting a topic and writing an original case study or developing a program proposal or business plan. All reading materials, discussions, activities, and assignments provide the necessary information and direction needed to write and share an original case in the field of health administration. Interactive sessions are scheduled to discuss and review this content, providing additional learning opportunities to master the course objectives. There are three assignments for the course, all to be done individually, with an arranged in-class presentation culminating the course. This can include those wishing to complete 250 hours of an externship with an individualized plan of work (e.g., including completion of AIT). (See, master syllabus on page pp. 57-60.)

6.2.d. Program Outcomes

This program is designed to satisfy an unmet need in the marketplace by assuring access to a high quality, online/hybrid graduate healthcare management degree, which is essential for students' career advancement and to provide well-qualified healthcare managers to fill the growing number of management positions. The program will ensure students:

- 1) Acquire key competencies to practice effectively as healthcare executives/managers through didactic/experiential instruction.
- 2) Synthesize and develop effective methods for exemplary professional performance through acquisition of key leadership competencies and innovative practices through course learning and seminars.

- 3) Prepare students to acquire a terminal degree, especially for those who are place-bound or holding full-time employment that prevents them from completing a master's degree via traditional methods.

6.2.e. Program Content

The MHCM program content is entirely in keeping with Fairmont State University's mission and vision. The proposed program was conceived with place-bound working adults and off-campus learners in mind, but it is equally accessible to traditional baccalaureate graduates wishing to acquire the education and credentials necessary for career advancement. It was conceived to provide opportunities for individuals, who could not otherwise do so, to achieve their professional and personal goals, and to meet the growing societal need for well-prepared professionals to step into the rapidly expanding number of healthcare-related managerial and executive positions. The program strives to produce educated and prepared individuals who can achieve their professional goals while promoting effective outcomes for the organizations and communities they serve. The mission also includes a vision that graduates will have the knowledge, skills, and habits of mind necessary for intellectual growth, full and participatory citizenship, employability, and entrepreneurship in a changing environment. This is particularly relevant to the changing needs and demands on healthcare management and leaders today, as the regulatory environment and technological developments affect management, quality outcomes and efficient delivery to the consumer. The program's design and the values underlying is wholly consistent with Fairmont State University's commitment to excellence, student success and transformational impact.

6.2.e.1. Content and Length of Proposed Academic Program

The MHCM program requires thirty-six (36) hours of course work, to be completed over five (5) semesters. The 36-hour requirement is in line with common standards in healthcare graduate programs. The number of credit hours to completion and delivery format is designed to be more accessible and more efficient to the targeted market than a number of master of healthcare administration programs that require 48 or more hours of on-campus coursework. This program follows the standard semester format for fall, spring and summer, with most of the courses delivered online. The following overview illustrates the practices designed into the program and there conformity to common standards at Fairmont State University and to higher education in general:

Cohort Orientation and Weekend Seminars: Course participants are enrolled in program year cohort groups and follow a model schedule. All cohort groups begin with an on-campus orientation weekend (noncredit). This orientation weekend occurs prior to the start of the first semester. In addition to ensuring the students will begin their program familiar with, and able to access, the digital learning platform, communication channels and the submission style, it will also allow them to begin to establish a sense of community with their cohort and, just as importantly, with Fairmont State University and the School of Business. To enhance interaction between students and between students and faculty, additional weekend seminars are offered for credit each semester. Generally, they will begin Friday afternoon on the main campus, continue during the day on Saturday. Each seminar is expected to contain 10-12 hours of instructor to learner contact as well as 4-6 additional hours in student-to-student/student-to-instructor activities online to earn 1 credit hour. Thus, all weekend seminars may require preparation and/or assignments submitted following the on-campus segment. Participants are responsible for their own transportation, lodging and meals. After the initial orientation weekend, tentative scheduling would be in November of the first semester, and April in the second semester working around most convenient schedules for the University and participants.

Online course work: This is delivered over the course of the regular semester (16 weeks) and in summer sessions (typically 10 weeks) by qualified professors and adjunct lecturers through Fairmont State University's learning management system, Blackboard© , which permits out of area learners to access and complete work at their own during the week. One or more sessions of a course may include 'live' online via Blackboard© with the instructor available via chat room or telephonically/visually for interactive participant participation from a remote location. The majority of course delivery will typically utilize self-study of learning modules, required readings and other materials in addition to electronic communication boards, electronic submission of assignments, or

completing tests or quizzes. Instructors will specify assignments, readings and other activities in a detailed syllabus. Professional standards for written assignments can include APA or other manuscript style for graduate work. The course syllabus will include learning outcomes and alignment to program goals/objectives. All participants will need access to high speed Internet and must purchase books assigned by the instructor. Each course will have at least one current and relevant text required along with weekly readings. Grades lower than a B are not permitted to in any course. Each instructor will establish requirements for grading. Rubrics are utilized in grading.

6.2.e.2. Undergraduate degree program requirement: not applicable.

6.2.e.3. Undergraduate degree program requirement: not applicable.

6.3. Program Need and Justification

The MHCM program is designed to satisfy an unmet need in the marketplace by assuring access to a high quality, online/hybrid graduate healthcare management degree, which is essential for students’ career advancement and to provide well-qualified healthcare managers to fill the growing number of management positions.

6.3.a. Relationship to Institutional Goals/Objectives

In keeping with the University’s strategic plan and the goals of the West Virginia Higher Education Policy Commission, MHCM program is new graduate program, primarily targeted toward the place-bound working professional who must have a graduate degree to advance a healthcare management career. The online format makes the program accessible to those non-traditional students, both in West Virginia and well beyond, who would otherwise be unable to complete a graduate program. The cohort design and the addition of semester face-to-face weekend seminars are an innovative, attractive addition to the online format that will facilitate student success by enabling them to build a sense of community, learn from a wide range of experts, and develop a network of support and career contacts. The certificate in healthcare management, and the collaboration with the WV Nursing Home Administrator Licensing Board, is a further innovation that makes career-advancing education available and accessible to working professionals. As explained in Section 6.2.c, it will create a licensing opportunity unique to West Virginia. This program will prepare the qualified healthcare professionals needed to fill the rapidly expanding number of healthcare manager and executive positions in West Virginia and around the nation.

The program will achieve compliance with these missions through:

| | |
|------------------------------------|---|
| Specialized Knowledge | <i>Theories, research methods and approaches to inquiry specifically related to healthcare management using current trends and issues as a basis of problem solving using constituents of the market—consumer/families, work associates, affiliated professional providing care, third party payors and regulatory agencies.</i> |
| Broad, Integrated Knowledge | <i>Designs/application of work learned from the instructors and cohort members to local opportunities to advance change and new ideas as needed. Gathers exposure to the importance of local and network development.</i> |
| Intellectual Skills | <i>Creation of sustained, coherent theory with practical applications for delivery to diverse and challenging constituents (patients, families, physicians, regulators, public, and staff); opportunities for publication of dissertation in journals; presentations at state national meetings.</i> |
| Applied Learning | <i>Creation and designing work, new skills sets for financial and data analysis; develops written/oral communication skills. Arranged externships allow for practical experience gained outside the class.</i> |
| Civic Learning | <i>Evaluation/awareness of public policy including relevancy to state and country; community perspectives on wellness, challenges in care continuum planning, and wise use of resources. Exposure to guest speakers at weekend seminars also create opportunity for understand advocacy process for special community needs. Examines roles of consumers in key policy making through involvement in local advocacy and</i> |

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| | <i>governance. Also focuses on how important it is to a leader to develop, maintain and support grass roots involvement for sustainability and service to community.</i> |
| Institution-specific areas | <i>Adherence to graduate school policies, awareness of Fairmont State’s commitment to advancing the competencies and professional development of key health administrators</i> |

6.3.b. Existing Programs

No West Virginia college or university currently offers a hybrid-online/cohort master’s degree in healthcare management. Marshall University offers a 36-hour master of science in healthcare management; however, it is taught wholly on campus at Huntington and Charleston; there is no certificate program associated with that degree program. Marshall also offers a graduate degree in Public Health, as well as a Master of Science in Health Information Technology; but each of those programs focuses on developing expertise in a different discipline, and is not competing programs.

West Virginia University offers an M.S. in Health Sciences is a 12-month, non-thesis degree program designed to enhance course participants’ knowledge in the biomedical and public health disciplines. The School of Public Health offers two online programs: Master’s Degree in Public Health (MPH) in Social and Behavioral Sciences and an MS in School Health Education. Again, each of those programs focuses on developing expertise in a different discipline, and are not competing programs. WVU Public Administration has offered a 15-hour certificate in healthcare management in the past, but not at present.

There is no existing program offered by any West Virginia college or university that provides to place-bound working adults and off-campus learners a similarly accessible path to the education and credentials necessary for career advancement. The proposed MHCM program is equally accessible to traditional baccalaureate graduates, such as those from Fairmont State’s baccalaureate Healthcare Management program, wishing to acquire the education and credentials necessary for career advancement. It will be attractive to students within West Virginia and beyond. This MHCM program is designed to provide opportunities for individuals, who could not otherwise achieve their professional and personal goals, and to meet the growing societal need for well-prepared professionals to meet the demand for healthcare managers and executives.

The following are the degrees offered in surrounding state that are similar to healthcare management:

Ohio:

- Ohio University:* Online Master of Healthcare Administration (non-hybrid)
- Ohio State University:* Master of Health Administration
- Xavier University:* Master of Health Sciences Administration
- University of Cincinnati:* Online Master of Healthcare Administration (non-hybrid)

Pennsylvania:

- Temple University:* MBA in Healthcare Management
- University of Pittsburgh:* MHA and PhD in Health Services Research and Policy
- Pennsylvania State University:* Master of Health Administration
- University of Scranton:* Master of Health Administration and MHA online
- Widener University:* MBA with concentration in Healthcare Management

Maryland:

- Johns Hopkins University:* Master of Health Administration

Virginia:

- George Mason University:* Master of Health Administration
- VA Commonwealth University:* MHA and Master of Health Service Administration
- Marymount University:* Master’s Degree in Healthcare Management

Global online programs are also offered at Walden University and Southern New Hampshire University.

6.3.c. Program Planning and Development

Discussions about developing a graduate program for healthcare managers began with the School of Business's Business Advisory Council approximately 2 ½ years ago. Healthcare executives in the region made clear the need for a program that would provide essential business knowledge, skills and ability to valued healthcare specialists, better equipping them to grow into effective healthcare managers and executives. The growth in the healthcare sector showed there was a significant demand for such managers. The summary of data from the BLS in section 6.3.e, illustrates the rapidly growing demand for well-educated, well-prepared healthcare managers.

As a result, program planning by the School of Business began in earnest the fall of 2017. The goal of the planning group was to design a contemporary management program that would provide hands-on tools and the skill sets needed to manage successfully in today's complex healthcare environment. To ensure the quality and comprehensiveness of the planned curriculum, the School of Business engaged as an adjunct faculty member, an individual with more than 30 years of senior-level healthcare management experience, and extensive experience teaching graduate level healthcare management courses. That extensive experience led the development and design of the courses. Each course is designed to provide a key review of critical areas in delivery of care and management of those areas. Other than the cost of the adjunct contract, the only other resource invested in this proposal to date are the time, talents and energies of faculty shown on the cover page.

This proposal was processed through regular academic processes, including the president of the University. The intent to plan was filed in June. On July 11, 2018, the Higher Education Policy Council notified the University that it was approved and to proceed with development of the full implementation proposal in accordance with Series 11. This proposal will be submitted to the following review and approval groups:

- | | |
|--|--------------------|
| 1) Fairmont State University Graduate Council: | September 12, 2018 |
| 2) FSU Board of Governors' Academic Affairs Committee: | October 1, 2018 |
| 3) FSU Board of Governors: | October 18, 2018 |
| 4) HEPC: | November 16, 2018 |

Once approved by all, marketing will commence by the latter part of 2018 to recruit the first cohort group of at least 15 persons.

6.3.d. Clientele and Need

This advanced degree is applicable to attaining key leadership and management in healthcare delivery. Workforce West Virginia lists seven healthcare organizations in the top 10 private employers of the state. WVU Medicine (WVU Hospitals) is number one, followed by Walmart, Charleston Area Medical Center, Kroger, Mylan Pharmaceuticals, Lowes, St. Mary's Hospital, Cabell-Huntington, Wheeling Hospital and Res-Care. Thus, this field represents a growing and certainly key employment opportunity for West Virginia. The growth and associated demand for healthcare managers represented by that list holds true across the nation.

There are 54 licensed hospitals in West Virginia ranging from WVU Hospital (535 beds) to Grafton City Hospital (40 beds). Hospital with over 100 beds generally have an administrative team consisting of a president, chief executive officer or administrator, along with a chief nursing officer and a chief financial officer, and a number of departmental managers. In addition, there are state operated hospitals (skilled care) including Hopemont Hospital, Jackie Withrow Hospital, John Manchin Health Care Center, Lakin Hospital and Welch Community Hospital. Two state run psychiatric facilities include Mildred Bateman Hospital in Huntington and William R. Sharpe Hospital in Weston. Similarly, there are one hundred twenty-eight (128) nursing homes in West Virginia. One hundred ten (110) nursing homes are Medicare and Medicaid certified, six (6) are Medicare certified only, ten (10) are Medicaid certified only and two (2) are state licensed only (WV DHHR 2015 report). Each of these facilities must have individuals with specific training, certification and education of key leadership to maintain accredited status..

The WV Division of Primary Care lists 31 not-for-profit federally funded rural health clinics. There are school-based clinics and 18 black lung clinics. There are 10 free clinics in various locations throughout the state. Every county has a health department, a home health agency, and is in a region designated for hospice services. Each of these entities regularly requires individuals prepared with the knowledge, skills and abilities offered by the MHCM program.

The market need represented by this list of organizations is replicated on a larger scale in surrounding states, and across the country. All these organizations rely on qualified managers for efficient, effective operation. In many cases, promotions come from within if the organization does not have the ability to attract, recruit or retain candidates from outside the region. Thus, a person hoping to advance on a career ladder, especially in a rural area of this state and others, would seek graduate training to supplement qualifications for the position. All licensed facilities that accept payment for Medicare and Medicaid patients must comply with the Centers for Medicare and Medicaid Services (CMS) Conditions of Participation. Facilities accredited by the Joint Commission and other deemed status survey organizations follow these guidelines. Specific training, certification and education of key leadership is a key component of accreditation for each type of healthcare organization. The MHCM program offers access to the education and credentials critical to qualifications required to fill their management positions. Additionally, the planned 15-hour certificate and streamlined AIT will significantly increase the number of individuals trained and certified to fill the nursing home management positions.

6.3.e. Employment Opportunities

As described in Section 6.3.d, above, the job opportunities for healthcare managers in West Virginia alone is extensive and growing. The MHCM program provides the opportunity for individuals to acquire the education and credentials essential to qualify those healthcare management jobs. The program provides opportunity to those who could not otherwise achieve their professional and personal goals, and will expand the ability to meet the growing societal need for well-prepared professionals to manage healthcare organizations.

This summary of the data from the U.S. Department of Labor, Bureau of Labor Statistics (BLS), well-illustrates the state and national demand for graduates of the proposed MHCM program:

| BLS Quick Facts Summary for Medical and Health Services Managers | |
|---|---------------------------------------|
| 2017 Median Pay | \$98,350 per year \$47.29 per hour |
| Experience in a Related Occupation | Less than 5 years |
| Number of jobs 2016 | 352,200 |
| Job Outlook 2016-2026 | 20% (much faster than average) |
| Employment Change 2016-2026 | +72,100 |

| Projected Employment for Medical and Health Services Managers | | | | |
|--|-------------------|-------------|-----------------------|--|
| Area | Employment | | Percent Change | Projected Annual Job Openings * |
| | 2016 | 2026 | | |
| United States | 352,200 | 424,300 | +21% | 36,700 |
| West Virginia | 1,530 | 1,760 | +15% | 150 |
| *Due to growth and net replacement | | | | |

The MHCM degree would be applicable to desired careers within the healthcare management field, including the following based on O*Net Summary for Medical and Health Service Managers who plan, direct, or coordinate medical and health services in hospitals, clinics, managed care organizations, public health agencies, or similar organizations:

Sample of reported job titles: *Administrator, Clinical Director, Health Information Management Corporate Director, Health Information Management Director, Department Manager, Mental Health Program Manager, Nurse Manager, Nursing Director, Office Manager, Risk/Quality Manager, Practice Administrator, or Program Manager.*

(Source: <https://www.onetonline.org/link/summary/11-9111.00>).

This advanced degree is applicable to attaining key C-suite or executive positions that typically determine and formulate policies, provide overall direction of private and public sector healthcare organizations within guidelines set up by a board of directors or similar governing body. These key leadership positions include those professionals who plan, direct, or coordinate operational activities at the highest level of management with the help of subordinate executives and staff managers.

Sample of reported job titles: *Chief Executive Officer (CEO), Chief Financial Officer (CFO), Chief Nursing Officer, Chief Operating Officer (COO), Chief Information Officer (CIO), Executive Director, Executive Vice President (EVP), Operations Vice President, President, Vice President, Assistant Vice President.* (Source: <https://www.onetonline.org/link/summary/11-1011.00>)

Potential applicants can be identified and marketed through West Virginia's acute and post-acute hospitals, healthcare organizations and other allied health social service programs. Local marketing/recruitment partners will include state and regional associations, and their national corollaries, for example:

- *The American College of HealthCare Executives (ACHE) WV Chapter.*
- *The West Virginia Hospital Association*
- *The WV Rural Health Association*
- *The WV Public Health Association*
- *The WV Nursing Home Association*

National meetings such as HFMA, ANA, AHA, ALTHA, CCRN, among others, are opportunities to market a national audience. The ACHE Annual meeting in Chicago is an excellent recruiting opportunity. Maryland, Ohio, PA also have ACHE Chapters.

6.3.f. Program Impact

Although the MHCM program is designed primarily to meet the needs of place-bound working professionals, it provides a ready path to continued professional growth for graduates of the Bachelor of Healthcare Management program, recently revamped by the School of Business. Additionally, the MHCM seminars planned for each semester in the program offer an opportunity for enrichment to those enrolled in the MBA program, and to build the synergies between the MCHM and MBA programs.

6.3.g. Cooperative Agreements

This program is designed to be consistent with current master's programs offered at Fairmont State through the School of Business. It is anticipated that a dual tract may be offered for combined degrees in the future.

Another future consideration is development of articulation agreements, or educational partnerships, which would allow Fairmont State to accept certain credits earned at other educational institutions. This could include colleges and universities offering undergraduate degrees (BS) in nursing, social work, and business management. Clinical programs such as rehabilitation therapy, pharmacy and other accredited programs could also be considered

6.3.h. Alternatives to Program Development

Alternatives to delivery of content included having all courses scheduled on campus. This concept was rejected in favor of a more global approach, capable of reaching an audience not only anywhere in West Virginia, but anywhere in the United States. Flexibility is the key factor, as it is anticipated that most participants will be employed full-time; thus, requiring the ability to access courses remotely and welcoming the opportunity for limited on-campus interactions to develop relationships with their cohort and healthcare experts.

Another alternative considered was to offer a specialization in healthcare management as part of an existing master’s program. This option was rejected because the demand for professional training in healthcare management mandates a graduate degree with a rigorous focus and variety of topics in healthcare management specifically, which could not be achieved by a specialization alone. The blended cohort model using on campus and online instruction was determined to be the best approach.

6.4. Program Implementation and Projected Resource Requirements

6.4.a. Program Administration

This program will be under the direction of the School of Business and under the aegis of its graduate programs. The program coordinator will report to the Dean on matters such as implementation, recruitment, retention, and curriculum.

6.4.b. Program Projections

Conservative planned enrollment growth and development for the first five years is shown on Form 1 in this section. New students are those who enroll in the program; total students include prior enrollees. An average of 12 credits is earned in each program year (credit varies on student course work).

| | First Year | Second Year | Third Year | Fourth Year | Fifth Year |
|--|------------|-------------|------------|-------------|------------|
| Students Served through Course Offerings of the Program: | | | | | |
| New students enrolled by cohort | 15 | 20 | 25 | 30 | 35 |
| Total students includes prior cohorts | 15 | 35 | 60 | 75 | 90 |
| Number of student credit hours generated by courses within academic year* | 180 | 420 | 720 | 900 | 1080 |
| *average of 12 credits earned per academic year | | | | | |

6.4.c. Faculty Instructional Requirements

Cost of faculty, rank, experience over 5-year period: This program will require a full-time program director at start up and at least one full time faculty by program year 2. The program director must meet the criteria for associate professor and have a doctorate in healthcare management. This person should be experienced in organizing and establishing a quality-oriented, marketable graduate program, in a format that includes online instruction, as well as, weekend face to face cohorts. It is estimated that this salary would be in the range of \$65,000 (starting level). In addition to directing, marketing and promoting the program, this will initially include teaching responsibilities.

A full-time faculty position will begin at the start of the second year. This would require at minimum a master’s degree in an appropriate healthcare management field, with experience in the workplace and in teaching graduate level courses. An entry level salary of \$55,000 is projected. Other positions would include adjunct faculty who possess a minimum of a master’s degree in healthcare management and appropriate professional experience. Adjunct faculty will be assigned courses, may participate in specialized weekend on-campus sessions to present topics or lectures, etc. Adjunct faculty are budgeted at \$3800 for a three-hour course and \$1400 for conducting a full weekend seminar.

Total faculty expense: (see Section 6.4.g Operating Resource Requirements)

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-----------|-----------|-----------|-----------|-----------|
| \$ 72,600 | \$152,350 | \$156,009 | \$159,777 | \$163,658 |

6.4.d. Library Resources and Instructional Material

Fairmont State University’s Ruth Ann Musick Library provides access to peer-reviewed, full text journals, e-journals, periodicals, reports, books and other printed material to meet the needs of graduate students via the following: Academic Search Ultimate, EBSCO host electronic journal services, CQ Researcher, JSTOR, LexisNexis Academic/Nexis Uni, Points of View Reference Center, Project Muse and ProQuest Central. Minor expense for reference texts to be obtained at the library or in the department are included in the proposed budget. Students will have access to full library services by accessing their Fairmont State web portal. In addition, the Library utilizes Interlibrary Loan (ILL) to assist students, faculty, and staff by obtaining library materials not available at our own libraries.

6.4.e. Support Service Requirements

No support services are required other than provision of office space for program director and faculty work area, as needed. These are already incorporated into the institutional budget and include facility expense, such as telephones, copying and Internet access. Shared services will be allocated from existing support staff (e.g., clerical and IT support) in the institutional budget.

6.4.f. Facility requirements

No addition of new or remodeled space is required. Some of the weekend seminars may be house at the new Bridgeport campus, which contains sufficient space for classroom and on-site learning, lectures and other activities.

6.4.g. Operating Resource Requirements

A summary of operating resource requirements based on Form 2 is included below:

| | First Year 2019-2020 | Second Year 2020-2021 | Third Year 2021-2022 | Fourth Year 2022-2023 | Fifth Year 2023-2024 |
|--|-------------------------|--------------------------|-------------------------|--------------------------|-------------------------|
| FTE Positions | | | | | |
| Administrator (Program Director w/teaching) | \$ 65,000.00 | \$ 66,950.00 | \$ 68,958.50 | \$ 71,027.26 | \$ 73,158.07 |
| Full time Faculty | \$ - | \$ 55,000.00 | \$ 56,650.00 | \$ 58,349.50 | \$ 60,099.99 |
| Adjunct Faculty (\$3800/3 hour course) | \$ 7,600.00 | \$ 30,400.00 | \$ 38,800.00 | \$ 38,800.00 | \$ 38,800.00 |
| Graduate Assistants | \$ - | \$ - | \$ - | \$ - | \$ - |
| Other Personnel: | | | | | |
| Clerical Worker .5 FTE | \$ 18,000.00 | \$ 18,540.00 | \$ 19,096.20 | \$ 19,669.09 | \$ 20,259.16 |
| Professionals: .5 FTE program assistant and .5 FTE IT support technician | | \$ 55,000.00 | \$ 56,650.00 | \$ 58,349.50 | \$ 60,099.99 |
| Total Salaries | \$ 90,600.00 | \$225,890.00 | \$240,154.70 | \$246,195.34 | \$252,417.20 |
| Current Expense | \$ 17,300.00 | \$ 17,720.00 | \$ 18,152.00 | \$ 18,778.70 | \$ 19,529.85 |
| Repairs and Alterations | \$ - | \$ - | \$ - | \$ - | \$ - |
| Equipment | | | | | |
| Office PCs | \$ 1,500.00 | \$ 500.00 | \$ - | \$ 500.00 | \$ - |
| Minor tools and equipment (Ipad) | \$ 700.00 | \$ 700.00 | \$ 700.00 | \$ 700.00 | \$ 728.00 |
| Library Books/online resources | \$ 1,000.00 | \$ 1,000.00 | \$ 1,000.00 | \$ 1,000.00 | \$ 1,000.00 |
| Total Costs | \$111,100.00 | \$245,810.00 | \$260,006.70 | \$267,174.04 | \$273,675.05 |
| Sources of Funding | | | | | |
| General Fund Appropriations (new) | \$ 40,000.00 | \$ 40,000.00 | \$ 40,000.00 | \$ 40,000.00 | \$ 40,000.00 |
| Tuition and fees* | \$ 79,755.00 | \$196,320.00 | \$294,480.00 | \$294,480.00 | \$309,270.00 |
| Total all funding sources: | \$119,755.00 | \$236,320.00 | \$334,480.00 | \$334,480.00 | \$349,270.00 |
| *based on current Fairmont State rate of \$409 per 3 hour course (resident rate) including fees | | | | | |

6.5. Program Evaluation

6.5.a. Evaluation Procedures

All course work is evaluated based on exam scores, rubric grading for written assignments, or points earned for discussion boards. Each course has a listing of required deliverables and grading scale. Use of student surveys for feedback will occur at the end of each semester. These non-identifiable surveys will also be completed at the closure of the weekend seminars. Weekend seminars will also allow for qualitative evaluation in terms of general discussion of concerns or suggestions for format/content delivery. All survey results will be reviewed, and corrective actions will be taken if needed. Student input is very important especially for online delivery of course information. The end of the course survey is completed online and is consistent with the School of Business evaluation practices. After the completion of the program, all graduates will receive a confidential survey and be asked to rate their experience, provide feedback on the perceived value of the program and how they plan to use their advanced degree. In addition to annual surveys, every 5 years graduates of the program will also be requested to participate in a survey providing career information, the benefit of having the MHCM, and other related areas. This composite graduate information will be utilized for accreditation purposes, as well as for program assessment, and will include data usually reviewed program evaluation such as proficiency, completion status, and enrollment trends. A qualitative approach may be included in a round table format in which a random group of completers could be asked to attend a weekend seminar for the purpose of networking , but with the additional purpose to provide feedback for planning and strategic purposes.

6.5.b. Accreditation Status

This program is designed to meet the accreditation standards of the Accreditation Council for Business Schools and Programs (ACBSP), which currently accredits the School of Business. ACBSP's process follows a Baldrige continuous improvement model and focuses on recognizing teaching excellence and determining the effectiveness of student learning. Once the MHCM program has been in operation and produced graduates, the School of Business can seek review of the program as part of its regular accreditation review process. Although accreditation of the MHCM program may require additional faculty time and effort, no additional expense will be incurred.

Appendix

Master Syllabi with Rubrics

Fairmont State University School of Business
Master of Science in
Healthcare Management

MASTER SYLLABUS

Course Title: MHCM 5000: Weekend Seminars
Credit: One hour
Semester: Arranged each semester
Instructor: -----
Contact: -----
Office Hours: -----

REQUIRED TEXTBOOK(S): assigned readings prior to seminar

Course Description: Each seminar has a theme or topic

1. Topic: “General Orientation” and scheduled before 1st Semester begins

This is a mandatory, non-credit session that includes a general orientation to the Master of Science in Healthcare Management Program, review of course sequences, and benefits of attaining graduate degree. It is designed to familiarize participants with FSU and School of Business Policies, review of the electronic learning platforms, setting up email, reviews written submission styles (e.g., APA), and access to campus facilities (library resources, financial aid, etc.). It is scheduled prior to the start of the fall semester.

2. Topic: “Designing an Effective Care Continuum” (1 hour) and scheduled in the 2nd semester program year 1

This on-campus seminar focuses on patient transition from acute (e.g., community hospital, regional hospitals) to sub-acute (skilled nursing, rehab, LTCH) to home (home health, hospice, medical home model, outpatient services). It is an examination of challenges in care continuity starting with basic access to primary care to ultimate issues dealing with length of stay, benefit days, and discharge planning to an appropriate level of care as well as the issues involved: family dynamics, physician/specialist coordination, and effective resource utilization by key healthcare managers and staff. A patient with at least 5 chronic health conditions (blood pressure, diabetes, lung disease, infection, kidney, etc.) can see up to as many as 10 different physicians directing care and not always in a coordinated fashion. A typical hospitalized inpatient (elderly, fragile) will have an admitting physician and at least 4 or 5 consulting specialists. Understanding the basics of the continuum of care at various levels, as well as impact of managed care on choice, length of stay, and where service is approved is addressed. The current directives for bundled payment initiatives and penalties for hospital re-admission will be discussed. This seminar covers post-acute services and how they are financed, and why coordination of patient transfer or handoff must be done so that readmission to the acute care hospital within 30 days does not occur.

3. Topic: “Lean Six Sigma” (1 hour) and scheduled in Program Year 2, Semester 1

This on-campus seminar focuses on the knowledge and skills required to interpret quality standards, design effective data collection systems, and utilize concepts known as Lean Six Sigma. Six Sigma (6σ) is a set of techniques and tools for process improvement. Developed in the mid-1980s for manufacturing, it has been adapted to healthcare as it seeks to improve the quality of the output of a process by identifying and removing the causes of defects and minimizing variability in processes. The goal is to identify problems, create solutions, monitor outcomes in a follows a defined sequence of steps. The seminar will look at issues in reporting outcomes and strategies from various perspectives – administrative, consumer and societal (government and organizations in the private sector that influence the source and use of funds). Effective use of data currently existing within the healthcare organization that is often overlooked or not reported effectively is also a key focus.

4. Topic: “Healthcare Quality” (1 hour) and scheduled in Program Year 2, Semester 2

This on-campus seminar series continues to define models for assessing healthcare quality with practical application to various testing measures such as analysis of variance, statistical relevance, and data gathering. Use of Excel to model trends and other analysis will be included. Methods for making dashboards and other reporting summaries will be demonstrated and practiced.

PREREQUISITES OR COREQUISITES:

- Enrolled in cohort sequence
- Training/experience (or interest) in a healthcare-related field at the Master of Science level.

COURSE OUTCOMES AND ASSESSMENT: After completing this course, students should be able to:

| Outcome | Alignment to Program Learning Outcomes: | Assessment Measure* <i>* see Outcomes Curriculum map</i> | Performance Indicator: |
|--|---|---|---|
| 1. Synthesize core functions of healthcare management in ever-changing environment. | <i>Explain, interpret and synthesize effective methods for exemplary professional performance through demonstration of key managerial and leadership competencies and innovative practices.</i> | Written assignments Small Group assignments during seminar | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 2. Synthesize the relationship between the healthcare providers, facilities and patients in care coordination in the post-acute setting. | <i>Apply information acquired through implementation and introduction of new skills that demonstrate effective communication, analytical or critical thinking, and problem solving necessary for expanded administrative roles in healthcare practice and leadership.</i> | Written assignments Small Group assignments | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |

| | | | |
|---|---|--|---|
| 3. Demonstrate substantial knowledge of statistical procedures for different applications in healthcare services and administrative research. | <i>Apply information acquired through implementation and introduction of new skills that demonstrate effective communication, analytical or critical thinking, and problem solving necessary for expanded administrative roles in healthcare practice and leadership.</i> | Written assignments, Small Group assignment | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 4. Demonstrate substantial understanding of the results of the statistical analyses and ability to interpret their meaning in study hypotheses. | <i>Explain, interpret and synthesize effective methods for exemplary professional performance through demonstration of key managerial and leadership competencies and innovative practices.</i> | Written assignments, Small Group assignment | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 5. Articulate current laws and federal policy relating to protected health information and quality reporting/management | <i>Apply information acquired through implementation and introduction of new skills that demonstrate effective communication, analytical or critical thinking, and problem solving necessary for expanded administrative roles in healthcare practice and leadership.</i> | Written assignment Small group assignment | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |

GRADING SCALE:

1000-900 = A, 899 - 800 = B, 799 - 700 = C, 699-600 = D, < 600 = F

COURSE DELIVERABLES:

| | |
|--|------------|
| Participation and small group projects | 800 points |
| Written submissions (1 at 150 points) | 200 points |

WRITTEN SUBMISSIONS: Any written assignment is required to be in proper APA format following instructions provided. Generally this will include a description of the paper’s content and organization based on the topic. This requires at least 5 pages of narrative excluding title page and appropriate references. No late work is accepted.

SCORING RUBRICS: These are used to evaluate quality of submitted work for all assignments, discussions, written work and presentations. These are used to delineate consistent criteria for grading and evaluation of effort.

Fairmont State University School of Business
Master of Science in
Healthcare Management

MASTER SYLLABUS

Course Title: **MHCM 5100: LEADERSHIP AND ORGANIZATION**
Credit: Three hours
Semester: Fall Semester, Program Year 1
Instructor: -----
Contact: -----
Office Hours: -----

REQUIRED TEXTBOOK(S):

“Principles of Healthcare Leadership,” 2017. Bernard J. Healey, Health Administration Press/AUPHA, Chicago, IL. ISBN: 978-1-56793-892-0

Or

“Health Care Management: Organization, Design & Behavior, 6th edition,” 2012. L. R. Burns, Elizabeth Bradley and Bryan Weiner. Delmar Cengage Learning, Clifton Park, NY. ISBN 13: 978-1-4354-8818-2

COURSE DESCRIPTION:

This is a critical examination of leadership and organizational theories and their corresponding practices within the context of healthcare continuum (public health, community, acute care, post-acute continuum, home based services, etc.). Emphasis is on theory and application of theory at the individual, interpersonal and group levels. Focus will be on critical assessment, practical application and exploration of effective and ethical leadership practices by senior level managers and executives. Understanding systems theory, culture, and change processes as they relate to individuals and systems that drive a healthcare organization. The interplay of human, technological, and structural factors in organizations will be examined. Important issues to be considered will also involve motivation theories, communication, and group decision theories for managerial applications. This includes job design and organizational structures and techniques to be used for evaluating and rewarding performance. Similarly, the class will look at techniques for the development of team building, leadership and conflict resolution skills. Focus is given to leadership approaches, job enrichment, quality of work life, and employee attitudes and achievement. (This course corresponds to MSBA 5110)

PREREQUISITES OR COREQUISITES:

- Working knowledge of how to use personal computers, including knowledge of word-processing, spreadsheet software, presentation/media design and ability to conduct journal reviews or other research using library resources. Student must have proficiencies with Blackboard® or equivalent Fairmont State University e-learning platforms.
- Training/experience (or interest) in a healthcare-related field at the master’s level.

COURSE OUTLINE:

- Introduction to leadership in healthcare organizations
- Organizational ecology and challenges in delivering quality patient care
- Leadership theory and applications for competencies desired
- Effective medical-administrative relationships
- Effective board-administrative relationships
- Importance of conflict resolution for a positive workplace culture
- Creativity, innovation, and entrepreneurship
- Values based leadership and team performance

COURSE OUTCOMES AND ASSESSMENT: At the completion of the course, students will be able to:

| Outcome | Alignment to Program Learning Outcomes: | Assessment Measure* * see Outcomes Curriculum map | Performance Indicator: |
|---|--|--|---|
| 1. Identify and resolve organization problems in the healthcare field utilizing complex adaptive systems. | <i>1. Explain, interpret and synthesize effective methods for exemplary professional performance through demonstration of key managerial and leadership competencies and innovative practices.</i> | Written assignments, discussion boards | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 2. Recognize the value challenge of delivering patient care services using responsive organizational ecology. | <i>1. Explain, interpret and synthesize effective methods for exemplary professional performance through demonstration of key managerial and leadership competencies and innovative practices.</i> | Written assignments, discussion boards, and final exam | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 3. Illustrate and interpret various styles of leadership focusing on values-based leadership effectiveness. | <i>2. Apply information acquired through implementation and introduction of new skills that demonstrate effective communication, analytical or critical thinking, and problem solving necessary for expanded administrative roles in healthcare practice and leadership.</i> | Written assignments, discussion boards | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 4. Define and cultivate required competencies for effective healthcare leadership. | <i>1. Explain, interpret and synthesize effective methods for exemplary professional performance through demonstration of key managerial and leadership competencies and innovative practices.</i> | Written assignments, discussion boards, and final exam | 80 percent of the participants will achieve a B or above for the assessment. |
| 5. Categorize and compare political factors associated with the leadership of healthcare professionals and conflict resolution techniques for effective outcomes in healthcare organizations. | <i>4. Critique and assess didactic and experiential opportunities for professional development in healthcare administration and/or management.</i> | Written assignments, discussion boards | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 6. Classify and contrast various styles of leadership focusing on values-based leadership effectiveness. | <i>4. Critique and assess didactic and experiential opportunities for professional development in healthcare administration and/or management.</i> | Written assignments, discussion boards, and final exam | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |

| | | | |
|---|--|--|---|
| 7. Define and describe the roles of creativity, innovation, entrepreneurship, trust, change, team performance and ethical behaviors in developing or maintain positive organizational behavior. | 1. <i>Explain, interpret and synthesize effective methods for exemplary professional performance through demonstration of key managerial and leadership competencies and innovative practices.</i> | Written assignments, discussion boards, and final exam | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
|---|--|--|---|

GRADING SCALE:

1000-900 = A, 899 - 800 = B, 799 - 700 = C, 699-600 = D, < 600 = F

COURSE DELIVERABLES:

Class discussion boards: 7 @ 50 = 350 points
 Written papers: 4 @ 150 = 600 points
 Exam (final) 50 points

WRITTEN ASSIGNMENTS: These are generally required to be five pages of narrative excluding title page and references. Paper are required to be in proper APA format following instructions provided. No late work is accepted.

DISCUSSION BOARDS: All postings to an electronic discussion board must be complete sentences with correct proper grammar and syntax. For discussion boards, students should prepare work in a Word Document, then cut and paste the submission into the discussion board versus typing it directly. Through this method, the student can use Spell-checker, edit it, etc. Each discussion board contains at least two questions and instructions. Generally, the postings require no less than 15 complete sentences or around 250 words per response. There must be at least 2 different citations used in the activity. This activity is equivalent to a writing a one page with references. Students are required to comment on at least three other student postings for learner-to-learner interaction. Students should also respond to instructor responses for student-to-learner interaction.

FINAL EXAM: This is an essay/short answer test generally consisting of 10 questions covering general content of the course (each answer worth 5 points).

SCORING RUBRICS: These are used to evaluate quality of submitted work for all assignments, discussions, written work and presentations. These are used to delineate consistent criteria for grading and evaluation of effort.

Fairmont State University School of Business
Master of Science in
Healthcare Management

MASTER SYLLABUS

Course Title: **MHCM 5200: HEALTHCARE FINANCE AND STRATEGY**
Credit: **Three hours**
Semester: **Fall Semester, Program Year 1**
Instructor: -----
Contact: -----
Office Hours: -----

REQUIRED TEXTBOOK(S):

“Essentials of Healthcare Finance, 8th Ed,” 2018. William O. Cleverly & James O. Cleverly, Jones and Bartlett Learning, Burlington, MA. ISBN-13: 978-1-284094633

COURSE DESCRIPTION:

This is designed to be an examination of standard cost accounting methods, financial monitoring and strategic planning in healthcare organizations, which critical elements of financial decision making. It also focuses on evaluation in the planning-implementation-evaluation cycle for return on investment as part of the financial planning process. Topics include various business perspectives, alternative evaluation designs and related methodologies including collaborative action research and issues related to design, measurement and utilization, whether the task is designing internal financial controls, contracting for outsourcing, or critically reviewing financial performance compared to benchmarks. Alternative payment and provider models are reviewed along with current healthcare reform efforts and legislative proposals. Each participant will prepare a departmental budget/project budget (self-selected) in his/her area of concentration

PREREQUISITES OR COREQUISITES:

- Working knowledge of how to use personal computers, including knowledge of word-processing, spreadsheet software, presentation/media design and ability to conduct journal reviews or other research using library resources. Student must have proficiencies with Blackboard® or equivalent Fairmont State University e-learning platforms.
- Training/experience (or interest) in a healthcare-related field at the Master of Science level.

COURSE OUTLINE:

- Introduction to the unique marketplace for healthcare services
- Increase understanding of finance in the healthcare environment
- Compare health insurance and reimbursement methodologies
- Evaluate impact of healthcare reforms on provider behavior

- Examine various finance models for business enterprises such as short term inpatient hospitals, medical practices, post-acute care facilities, home-based services, and outpatient centers
- Assess financial impact of managed care organizations
- Develop model budgets based on productivity and costs per patient day

COURSE OUTCOMES AND ASSESSMENT: After completing this course, students should be able to:

| Outcome | Alignment to Program Learning Outcomes: | Assessment Measure* * see Outcomes Curriculum map | Performance Indicator: |
|---|--|--|---|
| 1. Apply financial concepts to management of healthcare organizations. | <i>2. Apply information acquired through implementation and introduction of new skills that demonstrate effective communication, analytical or critical thinking, and problem solving necessary for expanded administrative roles in healthcare practice and leadership.</i> | Written assignments, discussion boards | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 2. Demonstrate and utilize financial data for strategic alignment of planned methodologies for reimbursement trending in budgets. | <i>2. Apply information acquired through implementation and introduction of new skills that demonstrate effective communication, analytical or critical thinking, and problem solving necessary for expanded administrative roles in healthcare practice and leadership.</i> | Written assignments, discussion boards, and final exam | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 3. Identify varying healthcare settings and outline financial aspects of each. | <i>1. Explain, interpret and synthesize effective methods for exemplary professional performance through demonstration of key managerial and leadership competencies and innovative practices.</i> | Written assignments, discussion boards | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 4. Calculate and model profit and losses, budget forecasting and capital needs. | <i>5. Examine and justify the policy structure, finance and values of the U.S. healthcare system.</i> | Written assignments, discussion boards, and final exam | At least 80% of students will achieve a grade of B or better on assessment rubric or key. and final exam score. |
| 5. Devise and plan cash flow projections in patient care settings of various healthcare organizations. | <i>1. Explain, interpret and synthesize effective methods for exemplary professional performance through demonstration of key managerial and leadership competencies and innovative practices.</i> | Written assignments, discussion boards | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 6. Differentiate between chargemaster, coding, billing and reimbursement. | <i>5. Examine and justify the policy structure, finance and values of the U.S. healthcare system.</i> | Written assignments, discussion boards, and final exam | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |

GRADING SCALE:

1000-900 = A, 899 - 800 = B, 799 - 700 = C, 699-600 = D, < 600 = F

COURSE DELIVERABLES:

| | |
|--------------------------|----------------------|
| Class discussion boards: | 7 @ 50 = 350 points |
| Written papers: | 4 @ 150 = 600 points |
| Exam (final) | 50 points |

WRITTEN ASSIGNMENTS: These are generally required to be five pages of narrative excluding title page and references. Paper are required to be in proper APA format following instructions provided. No late work is accepted. One of the written papers will include preparation of an annual budget for a healthcare organization.

DISCUSSION BOARDS: All postings to an electronic discussion board must be complete sentences with correct proper grammar and syntax. For discussion boards, students should prepare work in a Word Document, then cut and paste the submission into the discussion board versus typing it directly. Through this method, the student can use Spell-checker, edit it, etc. Each discussion board contains at least two questions and instructions. Generally, the postings require no less than 15 complete sentences or around 250 words per response. There must be at least 2 different citations used in the activity. This activity is equivalent to a writing a one page with references. Students are required to comment on at least three other student postings for learner-to-learner interaction. Students should also respond to instructor responses for student-to-learner interaction.

FINAL EXAM: This is an essay/short answer test generally consisting of 10 questions covering general content of the course (each answer worth 5 points).

SCORING RUBRICS: These are used to evaluate quality of submitted work for all assignments, discussions, written work and presentations. These are used to delineate consistent criteria for grading and evaluation of effort.

Fairmont State University School of Business
Master of Science in
Healthcare Management

MASTER SYLLABUS

Course Title: MHCM 5300: HEALTHCARE ETHICS AND CORPORATE ACCOUNTABILITY
Credit: Three hours
Semester: Spring Semester, Program Year 1
Instructor: -----
Contact: -----
Office Hours: -----

REQUIRED TEXTBOOK(S):

“Ethics and Professionalism for Healthcare Managers,” 2016. Elizabeth Forrestal & Leigh Cellucci, Health Administration Press/AUPHA, Chicago, IL ISBN-13: 978-1-56793-734-3

Course Description:

This course is designed in a three-part approach to engage learners in conceptual review and practical tools through case review, foundations related to ethical and professional decision making, and a variety of situations in various healthcare settings including hospitals, physician practices, ambulatory care centers, home-based services and skilled nursing/post-acute care facilities. Every decision that a healthcare administrator undertakes has the potential to compromise or enhance the moral core of the organization. The course demonstrates how personal integrity and values affect optimal decision making.

PREREQUISITES OR COREQUISITES:

- Working knowledge of how to use personal computers, including knowledge of word-processing, spreadsheet software, presentation/media design and ability to conduct journal reviews or other research using library resources. Student must have proficiencies with Blackboard® or equivalent Fairmont State University e-learning platforms.
- Training/experience (or interest) in a healthcare-related field at the Master of Science level.

COURSE OUTLINE:

- Introduction to role of ethics in healthcare organizations
- Foundations related to ethical and professional decision making
- Competencies required for optimal leadership in ethics
- Effective medical-administrative relationships in ethic committee review
- Importance of conflict resolution in team decision making regarding issues requiring an ethics consult

- Review case studies and situations presented by varying levels of the healthcare continuum
- Values based leadership and team performance for personal and corporate integrity

COURSE OUTCOMES AND ASSESSMENT: After completing this course, students should be able to:

| Course Learning Objectives | Alignment to Program Learning Outcomes | Assessment Measure* <i>* see Outcomes Curriculum map</i> | Performance Indicator: |
|--|--|---|---|
| 1. Identify, describe, interpret and examine basic ethical situations with the potential to compromise or enhance the moral core of a healthcare organization. | <i>1. Explain, interpret and synthesize effective methods for exemplary professional performance through demonstration of key managerial and leadership competencies and innovative practices.</i> | Written assignments, discussion boards | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 2. Synthesize the relationship between ethical behavior, personal integrity and professional responsibility. | <i>6. Assess, defend or critique bioethical, legal-medical and socio-ethical issues in the practice of medicine and delivery of healthcare</i> | Written assignments, discussion boards | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 3. Promote effective stewardship of individual and organizational resources in the delivery of quality care. | <i>2. Apply information acquired through implementation and introduction of new skills that demonstrate effective communication, analytical or critical thinking, and problem solving necessary for expanded administrative roles in healthcare practice and leadership.</i> | Written assignments, discussion boards | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 4. Describe a professional code of ethics and ethical behavior required for effective healthcare leadership | <i>1. Explain, interpret and synthesize effective methods for exemplary professional performance through demonstration of key managerial and leadership competencies and innovative practices.</i> | Written assignments, discussion boards | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 5. Determine proper use of health informatics and clinical interactions | <i>2. Apply information acquired through implementation and introduction of new skills that demonstrate effective communication, analytical or critical thinking, and problem solving necessary for expanded administrative roles in healthcare practice and leadership.</i> | Written assignments, discussion boards | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 6. Explain and justify the role of human resources training and advocacy for ethical behaviors in the workplace | <i>6. Assess, defend or critique bioethical, legal-medical and socio-ethical issues in the practice of medicine and delivery of healthcare</i> | Written assignments, discussion boards | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 7. Interpret and justify case studies for application to situations occurring in a variety of settings for health service entities | <i>5. Examine and justify the policy structure, finance and values of the U.S. healthcare system.</i> | Written assignments, discussion boards | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |

GRADING SCALE:

1000-900 = A, 899 - 800 = B, 799 - 700 = C, 699-600 = D, < 600 = F

COURSE DELIVERABLES:

| | |
|---|------------|
| 8 Discussion boards @ 50 points/each | 400 points |
| 4 Written submissions @ 150 points/each | 600 points |

WRITTEN SUBMISSIONS: Any written assignment is required to be in proper APA format following instructions provided. Generally, this will include a description of the paper’s content and organization based on the topic. This requires at least 5 pages of narrative excluding title page and appropriate references. No late work is accepted.

DISCUSSION BOARDS: All postings to an electronic discussion board must be complete sentences with correct proper grammar and syntax. For discussion boards, students should prepare work in a Word Document, then cut and paste the submission into the discussion board versus typing it directly. Through this method, the student can use Spell-checker, edit it, etc. Each discussion board contains at least two questions and instructions. Generally, the postings require no less than 15 complete sentences or around 250 words per response. There must be at least 2 different citations used in the activity. This activity is equivalent to a writing a short paper. Students are required to comment on at least three other student postings.

SCORING RUBRICS: These are used to evaluate quality of submitted work for all assignments, discussions, written work and presentations. These are used to delineate consistent criteria for grading and evaluation of effort.

Fairmont State University School of Business
Master of Science in
Healthcare Management

MASTER SYLLABUS

Course Title: **MHCM 5400: Medical/Legal Issues in Healthcare Quality**
Credit: **Three hours**
Semester: **Spring Semester, Program Year 1**
Instructor: -----
Contact: -----
Office Hours: -----

REQUIRED TEXTBOOK(S):

“Legal Aspects of Health Care Administration, 12th edition,” 2016. George D. Pozgar. Jones & Bartlett Publications, Burlington, MA ISBN 13: 978-1-284065923

Course Description:

This course examines the complex intersection of law and health systems as well as common legal issues encountered by healthcare leaders such as laws that pertain to professional liability, patient privacy and payment system management. It provides historical and contemporary discussions of legal issues that have, and will continue to shape medical care coordination, delivery and strategy in the United States. Legal issues regarding the healthcare organization and its trustees, administrators and medical staff are key focus points. The course investigates the legal basis of healthcare risk management in the United States to include constitutional provisions and federal statutes that influence public payment policy. It also prepares senior administrators for preventative measures in an increasing litigious environment. It will include a general review of Stark III/IV, Office of Inspector General activities related to healthcare fraud and abuse, Sarbanes Oxley and other pertinent laws affecting federal payment and accounting practices. Major topics include state and federal regulation of healthcare providers and institutions; tort liability in the context of medical care; patient and provider rights and obligations; public and private insurance systems; and basic issues in bioethics and public health and the social forces that have shaped its historical development. Other topics may include ethical and legal challenges of telemedicine.

PREREQUISITES OR COREQUISITES:

- Working knowledge of how to use personal computers, including knowledge of word-processing, spreadsheet software, presentation/media design and ability to conduct journal reviews or other research using library resources. Student must have proficiencies with Blackboard® or equivalent Fairmont State University e-learning platforms.

- Training/experience (or interest) in a healthcare-related field at the Master of Science level.

COURSE OUTLINE:

- Introduction to the legal foundations of healthcare in America
- Overview of American government responsibility to promote and protect the health and welfare of the public while respecting the interests, and upholding the rights, of the individual
- How the law balances collective and individual rights
- Physical and biological interventions to control infectious disease
- Regulation of medical services, medical professionals, and standards of care; medical malpractice and liability
- Access to healthcare, including public and private insurance
- Rights and obligations in medical decision-making;
- Institutional liability, and intellectual property.
- Interpretive understanding of a case, statute and complex regulatory scheme

COURSE OUTCOMES AND ASSESSMENT: At the completion of this course, students will be able to:

| Outcome | Alignment to Program Learning Outcomes: | Assessment Measure* <i>* see Outcomes Curriculum map</i> | Performance Indicator: |
|--|--|---|---|
| 1. Illustrate and interpret the role of governments and law in promoting and protecting health, including the functions of courts, legislatures, and administrative agencies in relation to healthcare law and policy. | <i>2. Apply information acquired through implementation and introduction of new skills that demonstrate effective communication, analytical or critical thinking, and problem solving necessary for expanded administrative roles in healthcare practice and leadership.</i> | Written assignments, discussion boards, group project | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 2. Differentiate and contrast/compare the relationship between the legal system, healthcare providers, and patients | <i>5. Examine and justify the policy structure, finance and values of the U.S. healthcare system.</i> | Written assignments, discussion boards, and final exam | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 3. Interpret and analyze legal issues in healthcare. | <i>5. Examine and justify the policy structure, finance and values of the U.S. healthcare system.</i> | Written assignments, discussion boards | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 4. Appraise the relationship between community health issues and individual health issues; argue or develop areas of need. | <i>4. Critique and assess didactic and experiential opportunities for professional development in healthcare administration and/or management.</i> | Written assignments, discussion boards, and final exam | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 5. Distinguish and contrast the role of the federal government and various state governments in promoting and protecting the health of citizens. | <i>6. Assess, defend or critique bioethical, legal-medical and socio-ethical issues in the practice of medicine and delivery of healthcare.</i> | Written assignments, discussion boards | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |

| | | | |
|--|---|--|---|
| 6. Identify and analyze bioethical, legal-medical and socio-ethical issues in healthcare delivery. | <i>6. Assess, defend or critique bioethical, legal-medical and socio-ethical issues in the practice of medicine and delivery of healthcare.</i> | Written assignments, discussion boards | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 7. Examine and illustrate interpretive understanding of a case or statute, or a complex regulatory scheme, both orally and in writing. | <i>5. Examine and justify the policy structure, finance and values of the U.S. healthcare system.</i> | Written assignments, group project, and final exam | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |

GRADING SCALE:

1000-900 = A, 899 - 800 = B, 799 - 700 = C, 699-600 = D, < 600 = F

COURSE DELIVERABLES:

| | |
|---|------------|
| Discussion boards (7 @ 50 points/each) | 350 points |
| Written submissions/case studies (4 @ 100 points) | 400 points |
| Final written exam | 100 points |
| Group project | 100 points |

WRITTEN SUBMISSIONS: Any written assignment is required to be in proper APA format following instructions provided. Generally, this will include a description of the paper’s content and organization based on the topic. This requires at least 5 pages of narrative excluding title page and appropriate references. No late work is accepted.

DISCUSSION BOARDS: All postings to an electronic discussion board must be complete sentences with correct proper grammar and syntax. For discussion boards, students should prepare work in a Word Document, then cut and paste the submission into the discussion board versus typing it directly. Through this method, the student can use Spell-checker, edit it, etc. Each discussion board contains at least two questions and instructions. Generally, the postings require no less than 15 complete sentences or around 250 words per response. There must be at least 2 different citations used in the activity. This activity is equivalent to a writing a short paper. Students are required to comment on at least three other student postings.

SCORING RUBRICS: These are used to evaluate quality of submitted work for all assignments, discussions, written work and presentations. These are used to delineate consistent criteria for grading and evaluation of effort.

Fairmont State University School of Business
Master of Science in
Healthcare Management

MASTER SYLLABUS

Course Title: MHCM 5500: Epidemiology and Population Health
Credit: Three hours
Semester: Fall Semester, Program Year 2
Instructor: -----
Contact: -----
Office Hours: -----

REQUIRED TEXTBOOK(S):

“Population Health: Principles and Applications for Management,” 2017. Rosemary Caron, Health Administration Press, Chicago, IL. ISBN-13: 978-1-56793-861-6

Course Description:

The first half of this session serves as an introductory course in epidemiologic methodology covering study design for investigation of both infectious and chronic diseases. Evaluation of screening programs and health services research will also be discussed. Overview of community monitoring and role of public health for outbreak investigation, natural history of infectious diseases, validity of clinical tests, and overview of data collected by states (vital statistics) as well as the role of community responsiveness (disaster and high-risk preparation/Homeland Security). The second half of the course involves developing a project that addresses an identified community healthcare need. The role of Community Health Needs Assessment as part of the Affordable Care Act is included as well as methods in conducting them to comply with IRS requirements.

PREREQUISITES OR COREQUISITES:

- Working knowledge of how to use personal computers, including knowledge of word-processing, spreadsheet software, presentation/media design and ability to conduct journal reviews or other research using library resources. Student must have proficiencies with Blackboard© or equivalent Fairmont State University e-learning platforms.
- Training/experience (or interest) in a healthcare-related field at the Master of Science level.

COURSE OUTLINE:

- Introduction of integrated population health approaches to promote wellness, prevent disease and having public health challenges

- Application of key principles and skills needed for public health management
- Understand the basic science of public health
- Addressing the needs of a community; compliance with IRS regulations for periodic community needs assessments by nonprofit hospitals
- Using data to improve decisions about community health management
- Evaluate a conceptual framework to develop or expand subsequent experiences in the workplace
- Planning a community intervention project that addresses identified need

COURSE OUTCOMES AND ASSESSMENT: After completing this course, students should be able to:

| Outcome | Alignment to Program Learning Outcomes: | Assessment Measure* * see Outcomes Curriculum map | Performance Indicator: |
|---|---|---|---|
| 1. Interpret and justify core functions of public health in an ever-changing environment | 4. Critique and assess didactic and experiential opportunities for professional development in healthcare administration and/or management. | Written assignments, discussion boards | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 2. Categorize and compare methods for descriptive and analytic epidemiology | 2. Apply information acquired through implementation and introduction of new skills that demonstrate effective communication, analytical or critical thinking, and problem solving necessary for expanded administrative roles in healthcare practice and leadership. | Written assignments, discussion boards, and final project | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 3. Summarize and select health determinants and their impact in community wellness and produce recommendations for strategy | 3. Create new or original work utilizing effective and dynamic management practices or tools required for research, planning, strategy, quality assessment, organization and staffing effectiveness, leading change and sustainability for healthcare organizations. | Written assignments, discussion boards | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 4. Identify and interpret needs of communities or service area populations through various methodologies | 2. Apply information acquired through implementation and introduction of new skills that demonstrate effective communication, analytical or critical thinking, and problem solving necessary for expanded administrative roles in healthcare practice and leadership. | Written assignments, discussion boards, and final project | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 5. Predict and categorize principals of managerial epidemiology | 2. Apply information acquired through implementation and introduction of new skills that demonstrate effective communication, analytical or critical thinking, and problem solving necessary for expanded administrative roles in healthcare practice and leadership. | Written assignments, discussion boards | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |

| | | | |
|--|--|---|---|
| 6. Differentiate among elements of a data-driven approaches to population health | 4. Critique and assess didactic and experiential opportunities for professional development in healthcare administration and/or management. | Written assignments, discussion boards | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 7. Prepare and produce an interventional strategy based on identified community need | 3. Create new or original work utilizing effective and dynamic management practices or tools required for research, planning, strategy, quality assessment, organization and staffing effectiveness, leading change and sustainability for healthcare organizations. | Written assignments, discussion boards, and final project | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |

GRADING SCALE:

1000-900 = A, 899 - 800 = B, 799 - 700 = C, 699-600 = D, < 600 = F

COURSE DELIVERABLES:

| | |
|--|------------|
| Discussion boards (8 at 50 points/each) | 400 points |
| Written submissions (4 at 120 points/each) | 480 points |
| Final project (community project proposal) | 120 points |

WRITTEN SUBMISSIONS: Any written assignment is required to be in proper APA format following instructions provided. Generally, this will include a description of the paper’s content and organization based on the topic. This requires at least 5 pages of narrative excluding title page and appropriate references. No late work is accepted.

FINAL PROJECT: Participants will develop a complete proposal that addresses an identified community need and description of planned intervention strategies. This will include deliverables, goals and objectives, evaluation methodology and budget with justification.

DISCUSSION BOARDS: All postings to an electronic discussion board must be complete sentences with correct proper grammar and syntax. For discussion boards, students should prepare work in a Word Document, then cut and paste the submission into the discussion board versus typing it directly. Through this method, the student can use Spell-checker, edit it, etc. Each discussion board contains at least two questions and instructions. Generally, the postings require no less than 15 complete sentences or around 250 words per response. There must be at least 2 different citations used in the activity. This activity is equivalent to a writing a short paper. Students are required to comment on at least three other student postings.

SCORING RUBRICS: These are used to evaluate quality of submitted work for all assignments, discussions, written work and presentations. These are used to delineate consistent criteria for grading and evaluation of effort.

Fairmont State University School of Business
Master of Science in
Healthcare Management

MASTER SYLLABUS

Course Title: MHCM 5600: Healthcare Policy, Trends and Public Financing
Credit: Three hours
Semester: Fall Semester, Program Year 2
Instructor: -----
Contact: -----
Office Hours: -----

REQUIRED TEXTBOOK(S):

“Health Policymaking in the United States,” 6th edition, 2016. Beaufort Longest, Jr. AUPHA/Health Administration Press, Chicago, IL. ISBN-13: 978-1-56793-719-0

Course Description:

The aim of this course is to provide students with an overview of the U.S. healthcare system and its components in relation to policy challenges at the federal and state level. Special attention to the status of health reform and the role of the state and federal public financing as well as budgetary implications of healthcare spending more broadly. The focus is upon major health policy initiatives and important issues that affect healthcare facilities, providers, third party payors and the federal/state financing programs (Medicare and Medicaid/SCHIP). Attention also will be given to disparities in access to care, the role of pharmaceuticals in healthcare and the pricing and regulation of the pharmaceutical industry, the quality of care, and the drivers of cost growth.

PREREQUISITES OR COREQUISITES:

- Working knowledge of how to use personal computers, including knowledge of word-processing, spreadsheet software, presentation/media design and ability to conduct journal reviews or other research using library resources. Student must have proficiencies with Blackboard® or equivalent Fairmont State University e-learning platforms.
- Training/experience (or interest) in a healthcare-related field at the Master of Science level.

COURSE OUTLINE:

- Review healthcare policy decisions that affect providers and consumer.
- Evaluate the Affordable Care Act with emphasis on formulation, implementation and current legislative initiatives.

- Evaluate the role of courts in health policy and policy making.
- Illustrate the policy making process at the federal and state level.
- Describe the role of the consumer in policy governance or directives.

COURSE OUTCOMES AND ASSESSMENT: at the end of this course, participants will be able to:

| Outcome | Alignment to Program Learning Outcomes: | Assessment Measure* * see Outcomes Curriculum map | Performance Indicator: |
|--|---|--|---|
| 1. Describe the key elements contributing to healthcare costs in the U.S. and the impact of health care on the federal budget. | <i>5. Examine and justify the policy structure, finance and values of the U.S. healthcare system</i> | Written assignments, discussion boards | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 2. Explain how both Medicare, Medicaid, and CHIP are financed and structured as well as predict elements of proposed reforms. | <i>5. Examine and justify the policy structure, finance and values of the U.S. healthcare system.</i> | Written assignments, discussion boards, and final exam | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 3. Compare and contrast private and public financing and reimbursement methods | <i>5. Examine and justify the policy structure, finance and values of the U.S. healthcare system.</i> | Written assignments, discussion boards | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 4. Recognize and appraise basic concepts related to health insurance by third party payors. | <i>5. Examine and justify the policy structure, finance and values of the U.S. healthcare system.</i> | Written assignments, discussion boards, and final exam | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 5. Categorize and synthesize various determinants of access to and quality of care for low-income and vulnerable populations. | <i>3. Create new or original work utilizing effective and dynamic management practices or tools required for research, planning, strategy, quality assessment, organization and staffing effectiveness, leading change and sustainability for healthcare organizations.</i> | Written assignments, discussion boards | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 6. Analyze how the political process affects the financing and delivery of healthcare in the U.S. | <i>6. Assess, defend or critique bioethical, legal-medical and socio-ethical issues in the practice of medicine and delivery of healthcare.</i> | Written assignments, discussion boards, and final exam | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 7. Predict or examine models of payment and reimbursement strategies to achieve value and quality outcomes. | <i>6. Assess, defend or critique bioethical, legal-medical and socio-ethical issues in the practice of medicine and delivery of healthcare.</i> | Written assignments, discussion boards, and final exam | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |

GRADING SCALE:

1000-900 = A, 899 - 800 = B, 799 - 700 = C, 699-600 = D, < 600 = F

COURSE DELIVERABLES:

| | | |
|-----------------------|-------------------|------------|
| 5 Discussion boards | (40 points/each) | 200 points |
| 4 Written submissions | (150 points/each) | 600 points |
| Final project | | 200 point |

WRITTEN SUBMISSIONS: Any written assignment is required to be in proper APA format following instructions provided. Generally, this will include a description of the paper's content and organization based on the topic. This requires at least 5 pages of narrative excluding title page and appropriate references. No late work is accepted.

DISCUSSION BOARDS: All postings to an electronic discussion board must be complete sentences with correct proper grammar and syntax. For discussion boards, students should prepare work in a Word Document, then cut and paste the submission into the discussion board versus typing it directly. Through this method, the student can use Spell-checker, edit it, etc. Each discussion board contains at least two questions and instructions. Generally, the postings require no less than 15 complete sentences or around 250 words per response. There must be at least 2 different citations used in the activity. This activity is equivalent to a writing a short paper. Students are required to comment on at least three other student postings.

SCORING RUBRICS: These are used to evaluate quality of submitted work for all assignments, discussions, written work and presentations. These are used to delineate consistent criteria for grading and evaluation of effort.

Fairmont State University School of Business
Master of Science in
Healthcare Management

MASTER SYLLABUS

Course Title: MHCM 5700: Healthcare Economics
Credit: Three hours
Semester: Spring Semester, Program Year 2
Instructor: -----
Contact: -----
Office Hours: -----

REQUIRED TEXTBOOK:

Economics for Healthcare Managers, Third Edition, 2014. Robert H. Lee. Health Administration Press. Chicago, IL.
ISBN: 978-1-5679-3676-6

Course Description:

This course covers micro-economic theory focusing on patient demand for services and supply of services based on the complex regulatory environment in healthcare organizations. Students will learn to analyze health policies, as well as, the behaviors of patients, insurers, and physicians in varying HCOs. Issues will be explored such as fee structuring; controversial policy issues, such as, access to care and/or the medically under-insured or uninsured; the demand and mandate of health insurance; and the increased presence of governmental control that impacts healthcare economics.

PREREQUISITES OR COREQUISITES:

- Working knowledge of how to use personal computers, including knowledge of word-processing, spreadsheet software, presentation/media design and ability to conduct journal reviews or other research using library resources. Student must have proficiencies with Blackboard® or equivalent Fairmont State University e-learning platforms.
- Training/experience (or interest) in a healthcare-related field at the Master of Science level.

COURSE OUTLINE:

- Trends in medical expenditures, health insurance coverage, and the demand for care
- Determining, producing, and distributing medical services
- Why medical care is different in terms of economics and issues involving moral risk
- Governmental control, redistribution, and price controls
- Healthcare legislation impacting economic factors
- Interrelationship of varying healthcare markets, competition, multi-hospital systems, and insurer profitability
- The impact of managed care on the healthcare market place
- Pharmaceutical Drugs: safety, efficacy, and re-importation

- Market forces and competition

COURSE OUTCOMES AND ASSESSMENT: After completing this course, students should be able to:

| Outcome | Alignment to Program Learning Outcomes: | Assessment Measure* * see Outcomes Curriculum map | Performance Indicator: |
|--|--|--|---|
| 1. Interpret and differentiate the role of government in health and medical care for specific at-risk populations. | <i>1. Explain, interpret and synthesize effective methods for exemplary professional performance through demonstration of key managerial and leadership competencies and innovative practices.</i> | Written assignments, discussion boards | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 2. Articulate new healthcare legislation and its impact on planning and strategy for healthcare organizations. | <i>4. Critique and assess didactic and experiential opportunities for professional development in healthcare administration and/or management.</i> | Written assignments, discussion boards, midterm and final exam | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 3. Illustrate how the demand for health insurance is affected by uninsured populations. | <i>4. Critique and assess didactic and experiential opportunities for professional development in healthcare administration and/or management.</i> | Written assignments, discussion boards | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 4. Examine and describe comparative effectiveness including pay for performance, quality standards and other factors affecting reimbursement. | <i>1. Explain, interpret and synthesize effective methods for exemplary professional performance through demonstration of key managerial and leadership competencies and innovative practices.</i> | Written assignments, discussion boards, midterm and final exam | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 5. Construct physician productivity models as well as staffing matrices in a healthcare organization. | <i>1. Explain, interpret and synthesize effective methods for exemplary professional performance through demonstration of key managerial and leadership competencies and innovative practices.</i> | Written assignments, discussion boards | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 6. Illustrate and interpret supply, demand, risk, and optimization techniques as observed in patient care settings. | <i>2. Apply information acquired through implementation and introduction of new skills that demonstrate effective communication, analytical or critical thinking, and problem solving necessary for expanded administrative roles in healthcare practice and leadership.</i> | Written assignments, discussion boards, midterm and final exam | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 7. Appraise and evaluate if market forces are strong enough to deliver efficient care through interrelationship, joint ventures, competition, multi-hospital systems, and profitability. | <i>2. Apply information acquired through implementation and introduction of new skills that demonstrate effective communication, analytical or critical thinking, and problem solving necessary for expanded administrative roles in healthcare practice and leadership.</i> | Written assignments, discussion boards, midterm and final exam | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |

GRADING SCALE:

1000-900 = A, 899 - 800 = B, 799 - 700 = C, 699-600 = D, < 600 = F

COURSE DELIVERABLES:

| | |
|---|------------|
| Discussion boards (6 @ 50 points/each) | 300 points |
| Written submissions (4 @ 150 points/each) | 600 points |
| Mid Term | 50 points |
| Final Exam | 50 points |

WRITTEN SUBMISSIONS: Any written assignment is required to be in proper APA format following instructions provided. Generally, this will include a description of the paper’s content and organization based on the topic. This requires at least 5 pages of narrative excluding title page and appropriate references. No late work is accepted.

DISCUSSION BOARDS: All postings to an electronic discussion board must be complete sentences with correct proper grammar and syntax. For discussion boards, students should prepare work in a Word Document, then cut and paste the submission into the discussion board versus typing it directly. Through this method, the student can use Spell-checker, edit it, etc. Each discussion board contains at least two questions and instructions. Generally, the postings require no less than 15 complete sentences or around 250 words per response. There must be at least 2 different citations used in the activity. This activity is equivalent to a writing a short paper. Students are required to comment on at least three other student postings.

SCORING RUBRICS: These are used to evaluate quality of submitted work for all assignments, discussions, written work and presentations. These are used to delineate consistent criteria for grading and evaluation of effort.

Fairmont State University School of Business
Master of Science in
Healthcare Management

MASTER SYLLABUS

Course Title: MHCM 5800: Health Information Exchange and Information Systems
Credit: Three hours
Semester: Spring Semester, Program Year 2
Instructor: -----
Contact: -----
Office Hours: -----

REQUIRED TEXTBOOK(S):

“Information Systems for Healthcare Management, 8th edition,” 2014. Gerald Glandon, Detley Smaltz & Donna Slovensky. Health Administration Press/AUPHA, Chicago, IL. ISBN-13: 978-1-56793-599-8

Course Description:

There are myriad information systems used across the spectrum of healthcare organizations. This course focuses on need for effective information processing, including documentation and coding. Overview of privacy issues, use of protected information, and integration of health records are provided. Course will also educate key leadership on understanding Diagnostic Related Groups, International Classification of Disease (ICD 10), as well as common procedural terminology (CPT) used by physicians, as these are all factors in reimbursement. Federal mandates and initiatives will be included for electronic medical record integration and the future. The cost of technology and the demands on an organization are also included in what support is needed for effective management. Discussion will include regional and state health information exchanges, applicable laws related to privacy and portability of records. It also examines the business aspects of computer systems management including business productivity software.

The course is designed to address issues related to the exchange of clinical data across multiple healthcare environments. Special focus is placed on health IT standards, privacy and security issues specifically related to the protection of patient information. Participants will discuss current trends and challenges, best practices for health information systems, and health information standards pertinent to the field of healthcare. Participants will synthesize this information in a detailed plan for a Regional Health Information Exchange model as well as creating a PowerPoint presentation summarizing the plan highlights.

PREREQUISITES OR COREQUISITES:

- Working knowledge of how to use personal computers, including knowledge of word-processing, spreadsheet software, presentation/media design and ability to conduct journal reviews or other research using library resources. Student must have proficiencies with Blackboard® or equivalent Fairmont State University e-learning platforms.

- Training/experience (or interest) in a healthcare-related field at the Master of Science level.

COURSE OUTLINE:

- History and purpose of HIE
- Standards, privacy and security
- Virtual group discussions of data exchanges
- Best practices/examples by state
- HIE products and applicability to healthcare settings
- Business planning and governing structures
- Meaningful information interchange
- Designing a model for a regional HIE

COURSE OUTCOMES AND ASSESSMENT: After completing this course, students should be able to:

| Outcome | Alignment to Program Learning Outcomes: | Assessment Measure* * see Outcomes Curriculum map | Performance Indicator: |
|---|--|--|---|
| 1. Explain and interpret the history and purpose of health information exchange (HIE) and portability of medical information. | 5. <i>Examine and justify the policy structure, finance and values of the U.S. healthcare system.</i> | Written assignments, discussion boards | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 2. Apply and demonstrate the HIE Competency and Activity Domains. | 2. <i>Apply information acquired through implementation and introduction of new skills that demonstrate effective communication, analytical or critical thinking, and problem solving necessary for expanded administrative roles in healthcare practice and leadership.</i> | Written assignments, discussion boards, and final exam | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 3. Construct and design a plan for navigation, establishment, and creation of an HIE organization or entity | 6. <i>Assess, defend or critique bioethical, legal-medical and socio-ethical issues in the practice of medicine and delivery of healthcare.</i> | Written assignments, discussion boards, final project | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 4. Identify and summarize the importance of patient privacy and systems security. | 2. <i>Apply information acquired through implementation and introduction of new skills that demonstrate effective communication, analytical or critical thinking, and problem solving necessary for expanded administrative roles in healthcare practice and leadership.</i> | Written assignments, discussion boards, and final exam | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |

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| 5. Apply and demonstrate inclusion of HIE in business plan strategies and governing structures. | 6. <i>Assess, defend or critique bioethical, legal-medical and socio-ethical issues in the practice of medicine and delivery of healthcare.</i> | Written assignments, discussion boards | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 6. Formulate and construct a meaningful information interchange with appropriate data protections and security' | 2. <i>Apply information acquired through implementation and introduction of new skills that demonstrate effective communication, analytical or critical thinking, and problem solving necessary for expanded administrative roles in healthcare practice and leadership.</i> | Written assignments, discussion boards, and final exam | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 7. Categorize and classify current laws and federal policy relating to protected health information | 6. <i>Assess, defend or critique bioethical, legal-medical and socio-ethical issues in the practice of medicine and delivery of healthcare.</i> | Written assignments, discussion boards, and final exam | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |

GRADING SCALE:

1000-900 = A, 899 - 800 = B, 799 - 700 = C, 699-600 = D, < 600 = F

COURSE DELIVERABLES:

| | |
|---|------------|
| Discussion boards (6 @ 50 points each) | 300 points |
| Written submissions (3 @ 150 points each) | 450 points |
| Final exam | 100 points |
| Group project | 150 points |

WRITTEN SUBMISSIONS: Any written assignment is required to be in proper APA format following instructions provided. Generally, this will include a description of the paper’s content and organization based on the topic. This requires at least 5 pages of narrative excluding title page and appropriate references. No late work is accepted.

DISCUSSION BOARDS: All postings to an electronic discussion board must be complete sentences with correct proper grammar and syntax. For discussion boards, students should prepare work in a Word Document, then cut and paste the submission into the discussion board versus typing it directly. Through this method, the student can use Spell-checker, edit it, etc. Each discussion board contains at least two questions and instructions. Generally, the postings require no less than 15 complete sentences or around 250 words per response. There must be at least 2 different citations used in the activity. This activity is equivalent to a writing a short paper. Students are required to comment on at least three other student postings.

FINAL PROJECT: This includes a manuscript/paper that is a plan for establishing a regional HIE designed for a specific episode of care. It includes a PowerPoint presentation that highlights this plan and would be considered a ‘marketing’ tool.

SCORING RUBRICS: These are used to evaluate quality of submitted work for all assignments, discussions, written work and presentations. These are used to delineate consistent criteria for grading and evaluation of effort.

Fairmont State University School of Business
Master of Science in
Healthcare Management

MASTER SYLLABUS

Course Title: MHCM 6000: Introduction to Research Methods*
Credit: Three hours
Semester: Summer Session, Program Year 2
Instructor: -----
Contact: -----
Office Hours: -----

* Corresponds to MSBA 5700

REQUIRED TEXTBOOK(S):

“Introduction to Research Methods: A Hands-On Approach,” 2018. Bora Pajo. Sage Publications, Thousand Oaks, CA. ISBN: 978-1-483386959

Course Description:

This course provides an overview of research methods and statistical methods for public administrators. We will focus on the use of research methods for program evaluation and performance measurement, both of which are increasingly demanded as they enhance the effectiveness and accountability of programs. In addition, understanding statistical analysis and being able to work with data are important competencies for public administration professionals to have. Course topics include program evaluation, sampling, data collection and measurement in public administration, descriptive statistics, hypothesis testing, processes for selecting statistical tests, and assessment of statistical assumptions. Recognizing the social, political, and economic context of data collection, analysis, and reporting practices in the public sector, we also discuss the ethics of data analysis and information technology policy and management. Students will gain competencies in statistical analysis using SPSS, Excel or other computer programs.

PREREQUISITES OR COREQUISITES:

- Working knowledge of how to use personal computers, including knowledge of word-processing, spreadsheet software, presentation/media design and ability to conduct journal reviews or other research using library resources. Student must have proficiencies with Blackboard® or equivalent Fairmont State University e-learning platforms.
- Training/experience (or interest) in a healthcare-related field at the Master of Science level.

COURSE OUTLINE:

- Scientific research and its purpose
- Qualitative, Quantitative and Mixed Methods
- Formulating a research question

- Quantitative designs
- Sampling and data collection
- Use of secondary data
- Analyzing quantitative data
- Analyzing qualitative data

COURSE OUTCOMES AND ASSESSMENT: At the completion of the course, students will be able to:

| Outcome | Alignment to Program Learning Outcomes: | Assessment Measure* * see Outcomes Curriculum map | Performance Indicator: |
|--|--|---|---|
| 1. Demonstrate and illustrate substantial knowledge of statistical procedures for different applications in healthcare services and administrative research. | <i>1. Explain, interpret and synthesize effective methods for exemplary professional performance through demonstration of key managerial and leadership competencies and innovative practices.</i> | Written assignments, discussion boards | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 2. Differentiate results of the statistical analyses and interpret their meaning in study hypotheses. | <i>2. Apply information acquired through implementation and introduction of new skills that demonstrate effective communication, analytical or critical thinking, and problem solving necessary for expanded administrative roles in healthcare practice and leadership.</i> | Written assignments, discussion boards, and final exam | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 3. Model or construct qualitative and quantitative research methods. | <i>2. Apply information acquired through implementation and introduction of new skills that demonstrate effective communication, analytical or critical thinking, and problem solving necessary for expanded administrative roles in healthcare practice and leadership.</i> | Written assignments, discussion boards | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 4. Demonstrate statistical testing and derive data analysis using Excel, SPSS or other analytic software. | <i>2. Apply information acquired through implementation and introduction of new skills that demonstrate effective communication, analytical or critical thinking, and problem solving necessary for expanded administrative roles in healthcare practice and leadership.</i> | Written assignments, discussion boards, and final project | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 5. Predict or generate research designs appropriate to selected research questions. | <i>3. Create new or original work utilizing effective and dynamic management practices or tools required for research, planning, strategy, quality assessment, organization and staffing effectiveness, leading change</i> | Written assignments, discussion boards | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |

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| | <i>and sustainability for healthcare organizations.</i> | | |
| 6. Recognize and select research techniques for data gathering. | <i>3. Create new or original work utilizing effective and dynamic management practices or tools required for research, planning, strategy, quality assessment, organization and staffing effectiveness, leading change and sustainability for healthcare organizations.</i> | Written assignments, discussion boards, and final exam | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 7. Present findings and information in a dashboard format or other simulation of a summary report. | <i>1. Explain, interpret and synthesize effective methods for exemplary professional performance through demonstration of key managerial and leadership competencies and innovative practices.</i> | Written assignments, discussion boards, and final exam | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |

GRADING SCALE:

1000-900 = A, 899 - 800 = B, 799 - 700 = C, 699-600 = D, < 600 = F

COURSE DELIVERABLES:

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|--|------------|
| 7 Discussion boards (50 points/each) | 350 points |
| 3 Data analysis projects (150 points/each) | 450 points |
| Final project | 200 points |

DATA ANALYSIS PROJECTS: Data sets will be used to conduct various analysis activities (e.g., ANOVA, Correlation and Regression exercises). Any written assignment is required to be in proper APA format following instructions provided. Generally, this will include a description of the paper’s content and organization of data tables based on the topic.

DISCUSSION BOARDS: All postings to an electronic discussion board must be complete sentences with correct proper grammar and syntax. For discussion boards, students should prepare work in a Word Document, then cut and paste the submission into the discussion board versus typing it directly. Through this method, the student can use Spell-checker, edit it, etc. Each discussion board contains at least two questions and instructions. Generally, the postings require no less than 15 complete sentences or around 250 words per response. There must be at least 2 different citations used in the activity. This activity is equivalent to a writing a short paper. Students are required to comment on at least three other student postings.

FINAL PROJECT: A dashboard or summary data will be developed for presentation of performance improvement data.

SCORING RUBRICS: These are used to evaluate quality of submitted work for all assignments, discussions, written work and presentations. These are used to delineate consistent criteria for grading and evaluation of effort.

Fairmont State University School of Business
Master of Science in
Healthcare Management

MASTER SYLLABUS

Course Title: MHCM 6100: Independent Research
Credit: Three hours
Semester: First Semester, Program Year 3
Instructor: -----
Contact: -----
Office Hours: -----

REQUIRED TEXTBOOK(S):

“How to do your Research Project: A Guide for Students, 3rd edition,” 2017. Gary Thomas, Sage Publications, Thousand Oaks, CA. ISBN: 978-1-4739-4887-7 (paperback)

Course Description:

This course requires students to complete a research project in the field of healthcare based upon student interest and instructor approval. Each project will have a written paper as a final product and this paper will be submitted for publication, as approved by the instructor, in one of the professional journals within the field of healthcare. This is completed at the end of the course of study. This course may be used for 250 hours of AIT training upon approval.

CONDUCTING RESEARCH AT Fairmont State University: FSU has specific requirements for conducting research. These policies can be found at <https://www.fairmontstate.edu/irb>

PREREQUISITES OR COREQUISITES:

- Must have completed all major courses in program; must have completed **Introduction to Research Methods**. Topic of research should be identified in this course. For nursing home administrator certificate, this course may be used for the first part of a 250-hour field placement as administrator-in-training based upon prior approval.
- Working knowledge of how to design and conduct research, completion of IRB review required, and ability to use analytic software.
- Completion of all prior coursework. Must make this presentation in person at the final weekend seminar.

COURSE OUTLINE:

- Introduction to research methods in healthcare
- Study design and conceptual framework

- Understanding the IRB process at FSU
- Data collection and statistical analysis of data
- Summarizing findings and preparing descriptive data
- Preparation of manuscript
- Preparation of presentation

COURSE OUTCOMES AND ASSESSMENT: At the completion of the course, students will be able to:

| Outcome | Alignment to Program Learning Outcomes: | Assessment Measure* * see Outcomes Curriculum map | Performance Indicator: |
|--|--|---|---|
| 1. Describe and define components of academic research and publication process in healthcare topics. | <i>1. Explain, interpret and synthesize effective methods for exemplary professional performance through demonstration of key managerial and leadership competencies and innovative practices.</i> | Written assignments, discussion boards | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 2. Demonstrate and interpret the components of a research project. | <i>2. Apply information acquired through implementation and introduction of new skills that demonstrate effective communication, analytical or critical thinking, and problem solving necessary for expanded administrative roles in healthcare practice and leadership.</i> | Written assignments, discussion boards | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 3. Formulate and generate basic statistical analysis of research data. | <i>2. Apply information acquired through implementation and introduction of new skills that demonstrate effective communication, analytical or critical thinking, and problem solving necessary for expanded administrative roles in healthcare practice and leadership.</i> | Written assignments, discussion boards | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 4. Conduct effective qualitative or quantitative research for an approved topic of interest. | <i>3. Create new or original work utilizing effective and dynamic management practices or tools required for research, planning, strategy, quality assessment, organization and staffing effectiveness, leading change and sustainability for healthcare organizations.</i> | Written assignments, discussion boards, and final project | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 5. Synthesize purpose, methods, and findings to write a manuscript based on research outcomes. | <i>6. Assess, defend or critique bioethical, legal-medical and socio-ethical issues in the practice of medicine and delivery of healthcare.</i> | Written assignments, discussion boards and final project | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 6. Assess, compare and evaluate requirements for manuscript submission guidelines from professional journals and submit for publication. | <i>4. Critique and assess didactic and experiential opportunities for professional development in healthcare administration and/or management.</i> | Written assignments, discussion boards, and final manuscript. | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |

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| 7. Engage in practicum experiences for AIT training as approved and/or arranged. | <i>1. Explain, interpret and synthesize effective methods for exemplary professional performance through demonstration of key managerial and leadership competencies and innovative practices.</i> | Written assignments, discussion boards, and final report on externship. | At least 80% of students will achieve a grade of B or better on assessment rubric or key. Must document completion of 250-hour AIT. |
| 8. Prepare, organize and deliver a research presentation | <i>4. Critique and assess didactic and experiential opportunities for professional development in healthcare administration and/or management.</i> | Final presentation | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |

GRADING SCALE:

1000-900 = A, 899 - 800 = B, 799 - 700 = C, 699-600 = D, < 600 = F

COURSE DELIVERABLES:

| | |
|--------------------------------------|------------|
| Discussion boards (5 @ 20 points) | 100 points |
| Written submissions (4 @ 150 points) | 600 points |
| Manuscript | 150 points |
| Research Presentation | 150 points |

WRITTEN SUBMISSIONS: Any written assignment is required to be in proper APA format following instructions provided. Generally, this will include a description of the paper’s content and organization based on the topic. This requires at least 5 pages of narrative excluding title page and appropriate references. No late work is accepted. The first four written submissions will follow a sequence of thesis preparation culminating in a final manuscript. The four written submissions will include these individual topics: (1) statement of problem and literature review, (2) study design and conceptual framework, (3) methods and (4) analysis of data, findings/conclusion/limitations of study. This is similar to a thesis. The fifth written paper is the manuscript, or culmination of the previous papers. This will include at least 8 pages of narrative and should contain an appropriate number of graphs and tables displaying research findings. After final review by the instructor, the participant will submit it for publication or as special topics or poster presentations at appropriate conferences or professional development workshops.

DISCUSSION BOARDS: All postings to an electronic discussion board must be complete sentences with correct proper grammar and syntax. For discussion boards, students should prepare work in a Word Document, then cut and paste the submission into the discussion board versus typing it directly. Through this method, the student can use Spell-checker, edit it, etc. Each discussion board contains at least two questions and instructions. Generally, the postings require no less than 15 complete sentences or around 250 words per response. There must be at least 2 different citations used in the activity. This activity is equivalent to a writing a short paper. Students are required to comment on at least three other student postings.

FINAL PRESENTATION: A formal presentation of research findings will be completed at the last weekend seminar of the program scheduled during the semester.

SCORING RUBRICS: These are used to evaluate quality of submitted work for all assignments, discussions, written work and presentations. These are used to delineate consistent criteria for grading and evaluation of effort.

Fairmont State University School of Business
Master of Science in

Healthcare Management

MASTER SYLLABUS

Course Title: MHCM 6200: STRATEGIC MANAGEMENT CAPSTONE
Credit: Three hours
Semester: Fall Semester, Program Year 3
Instructor: -----
Contact: -----
Office Hours: -----

REQUIRED TEXTBOOK(S):

“Strategic Analysis for Healthcare: Concepts and Practical Applications,” 2015. Michael Wayland and Warren McDonald. Health Administration Press/AUPHA. Chicago, IL. ISBN-13: 978-1-56793-751-0

Course Description:

As the final class, the coursework allows participants to utilize the skills, knowledge, and education gained in this program. The work is centered on selecting a topic and writing an original case study or developing a proposal. All course reading materials, discussions, activities, and assignments provide the necessary information and direction needed to write and share a capstone project in the field of health administration. There are three assignments for the course, all to be done individually, with a presentation for the benefit of the entire class culminating the end of the course.

This capstone project requires evaluation of strategic management through accounting, finance, marketing, production, human resources, or information systems in the healthcare industry. It also includes the competitive environment in which it operates, long-term direction and strategy, resources and competitive capabilities, and prospects for success.

One of the foremost issues in healthcare operations is “What must leaders do, and do well, to make the organization a quality-oriented, mission-driven and financially viable.” The answer that emerges becomes the theme of the capstone: good strategy-making and good strategy-execution are the key ingredients of success and the most reliable signs of good management.

Course participants will examine, question, and evaluate all aspects of a healthcare entity’s external and internal strategy. For the organization selected, it’s standing in the marketplace and its ability to go head-to-head with service area competition will be evaluated with ways to improve the organization’s strategy or its execution. For this capstone, course participants will create a business plan for a new health service product line within an organization. This may include continuation of independent research.

PREREQUISITES OR COREQUISITES:

- Working knowledge of how to use personal computers, including knowledge of word-processing, spreadsheet software, presentation/media design and ability to conduct journal reviews or other research

using library resources. Student must have proficiencies with Blackboard® or equivalent Fairmont State University e-learning platforms.

- Training/experience (or interest) in a healthcare-related field at the Master of Science level.
- Completion of all prior coursework. This will be used to complete the second half of a 250-hour administrator-in-training field experience required for the Nursing Home Administrator certificate. Course participants must make this presentation in person at the close of the course.

COURSE OUTLINE:

- Select a healthcare organization for strategic analysis.
- Review business plans, mission, audits, consumer feedback and other information demonstrating performance and effectiveness.
- Complete a strategic assessment of ability to support new endeavors.
- Identify a new service line for that organization.
- Develop a business plan based on that service line.

COURSE OUTCOMES AND ASSESSMENT: At the completion of the course, students will be able to:

| Outcome | Alignment to Program Learning Outcomes: | Assessment Measure* * see Outcomes Curriculum map | Performance Indicator: |
|--|--|--|---|
| 1. Demonstrate or illustrate capacity to think strategically about a healthcare organization’s present business position, its long-term direction, its resources and competitive capabilities, the caliber of its strategy, and its opportunities for gaining sustainable competitive advantage. | <i>1. Explain, interpret and synthesize effective methods for exemplary professional performance through demonstration of key managerial and leadership competencies and innovative practices.</i> | Written assignments, discussion boards | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 2. Combine and develop skills in conducting strategic analysis in competitive situations of a local or regional service area. | <i>2. Apply information acquired through implementation and introduction of new skills that demonstrate effective communication, analytical or critical thinking, and problem solving necessary for expanded administrative roles in healthcare practice and leadership.</i> | Written assignments, discussion boards, and final presentation | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |

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| 3. Choose and employ hands-on experience in crafting business strategy, interpreting strategic options, evaluating action alternatives, examining sound strategic decisions. | 2. <i>Apply information acquired through implementation and introduction of new skills that demonstrate effective communication, analytical or critical thinking, and problem solving necessary for expanded administrative roles in healthcare practice and leadership.</i> | Written assignments, discussion boards | At least 80% of students will achieve a grade of B or better on assessment rubric or key. Documentation of 250 hours of AIT training as completed. |
| 4. Combine, generate and formulate integrated knowledge gained in earlier core courses in the MSHM curriculum. | 3. <i>Create new or original work utilizing effective and dynamic management practices or tools required for research, planning, strategy, quality assessment, organization and staffing effectiveness, leading change and sustainability for healthcare organizations.</i> | Written assignments, discussion boards, and final presentation | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 5. Devise or plan to attain key competencies such as managerial judgment, assess business risk, and gain competencies for decisions related to effective outcomes. | 4. <i>Critique and assess didactic and experiential opportunities for professional development in healthcare administration and/or management.</i> | Written assignments, discussion boards | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 6. Prepare or produce a business plan suitable for submission to funding agencies. | 3. <i>Create new or original work utilizing effective and dynamic management practices or tools required for research, planning, strategy, quality assessment, organization and staffing effectiveness, leading change and sustainability for healthcare organizations.</i> | Written assignments, discussion boards, and final presentation | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |
| 7. Prepare, organize and deliver a professional presentation based on a business strategy. | 4. <i>Critique and assess didactic and experiential opportunities for professional development in healthcare administration and/or management.</i> | Written assignments, discussion boards, and final presentation | At least 80% of students will achieve a grade of B or better on assessment rubric or key. |

GRADING SCALE:

1000-900 = A, 899 - 800 = B, 799 - 700 = C, 699-600 = D, < 600 = F

COURSE DELIVERABLES:

| | |
|--------------------------------------|------------|
| Discussion boards (5 @ 50 points) | 250 points |
| Written submissions (3 @ 150 points) | 450 points |
| Presentation | 300 points |

WRITTEN SUBMISSIONS: Any written assignment is required to be in proper APA format following instructions provided. Generally, this will include a description of the paper's content and organization based on the topic. This requires at least 5 pages of narrative excluding title page and appropriate references. No late work is accepted.

DISCUSSION BOARDS: All postings to an electronic discussion board must be complete sentences with correct proper grammar and syntax. *For discussion boards, students should prepare work in a Word Document, then cut and paste the submission into the discussion board versus typing it directly.* Through this method, the student can use Spell-checker, edit it, etc. Each discussion board contains at least two questions and instructions. Generally, the postings require no less than 15 complete sentences or around 250 words per response. There must be at least 2 different citations used in the activity. This activity is equivalent to a writing a short paper. Students are required to comment on at least three other student postings.

FINAL PRESENTATION: A strategic assessment of a healthcare organization and a business plan for a new product line or health service conducted during the capstone, or a summary of the capstone experience as an administrator-in-training will be presented in a formal presentation scheduled at the end of the semester. Students must complete an on-campus capstone presentation in order to graduate from the program.

SCORING RUBRICS: These are used to evaluate quality of submitted work for all assignments, discussions, written work and presentations. These are used to delineate consistent criteria for grading and evaluation of effort.

GRADING RUBRIC for DISCUSSION BOARD
(points may be adjusted per course grading of discussion boards)

| Criteria | Excellent 20 Points | Good 15 Points | Acceptable 10 Points | Poor 0-5 Points |
|---|--|--|--|---|
| Participation | Posts well developed and fully address all aspects of the discussion board topic. Student posting are in advance of deadline. Student responds to other 3 students' postings. | Participates before deadline but posts lack full development of concepts/ideas. Less than 3 responses to others are posted. | Majority of posts occur at or near deadline; posting is rushed or incomplete. --or-- Posts do not address all aspects of assignment. | No participation documented during week (nothing posted on discussion board). No responses to other postings. |
| Criteria | Excellent 20 Points | Good 15 Points | Acceptable 10 Point | Poor 0-5 Points |
| Content of discussion thread postings | Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts. Posts are correct, reflective and substantive to advance discussion with clear, concise comments in easy to read style. Few if any grammatical errors. Meets 250 word minimum or has at least 15 sentences for each posted topic. | Elaborates on an existing posting with further comment or observation. --or-- Posted facts lack full development of concept or thought. Post has less than 250 words or less than 12 sentences for each posted topic. | Numerous errors in grammar and syntax. Posts indicate that less than desired effort was placed into position. Posts shallow contribution to discussion (e.g., agrees or disagrees). --or-- Posts repeat others or do not add significantly to discussion. Student did not follow directions for discussion board in all responses. Post has fewer than 100 words (or <6 sentences). | Posts overall are of poor quality with little effort demonstrated. Failure to follow instructions throughout postings. --or -- Posts information that is off-topic, incorrect, or irrelevant to discussion. Minimal posting; significant grammar errors and overall poor effort demonstrated. -or- (0 points) Student did not participate. |
| Criteria | Excellent 10 Points | Good 8 Points | Acceptable 5 Point | Poor 0 Point |
| References & Support (these may be included in the first two criteria in some instances and not a separate item) | Uses 2 or more references to literature, readings, or personal experience to support comments. | Incorporates at least 1 reference from literature/readings and some personal experience. | Posts cite some personal experience, but no references to course readings or other research to support position. | Posts includes no references or supporting experience. |

Examples of postings that demonstrate higher levels of thinking:

- "Some common themes I see between my experiences and our textbook are...." (analysis)
- "Current trends are significant if we consider the relationship between" (synthesis)
- "Evidence based research indicates (standards, outcomes, etc.)" (evaluation)

GENERAL GRADING RUBRIC for WRITTEN ASSIGNMENTS or GROUP PROJECTS (points may be adjusted per course grading)

| Criteria | Excellent (50 points) | Good (45 points) | Acceptable (40 points) | Needs improvement (25 points) | Poor (10) |
|-------------------------------------|--|--|---|--|--|
| Structure and organization of paper | Proper length and structure with minimum pages as required for narrative. Essay is clear, easy to follow, and appropriate to the assignment. There is a logical flow to the topics/arguments. Format includes Title Page, other specific sub headings required in assignment, and references. Information presented clearly. Proper use of APA style with 1 or less errors in format. Appropriate grammar and vocabulary are used. Title and introduction make you want to read the paper. Generally, not written in first person. | Submission is appropriate and fairly well organized. Overall it is informative, complete and understandable but needs some editing. Paper has a few errors. -or- Failed to follow instructions for organization of paper in some instances or has less than required pages of narrative. Writing is understood and logical but could use better phrasing. -or- Generally appropriate vocabulary is used with few errors in grammar and composition. Less than 2 errors in APA style noted. Style is good but needs work. | Thesis (or position or theme) is fairly clear. However, there is inconsistent support for thesis. Paper not well organized or was not proofread. -or- Failed to follow instruction in a few circumstances. Conclusion is acceptable but needs more clarification or is not readily seen by reader. -or- Somewhat informative and understandable but there are numerous spelling and grammatical errors throughout. Several errors in APA format, grammar and composition. | Main ideas are unclear and/or inappropriate. The work is not very informative or understandable or arguments/points not supported. -or- Paper is not well organized and there is a lack of transition from sections of the paper. Tables or section headings are not presented in proper format. -or- APA example not followed (e.g., lacks title page, running head, type face, or has numerous citation errors. Multiple errors in grammar, composition, etc. Mostly written in first person. Overall would be considered poor effort overall. | Poorly organized throughout. Lack of subheadings. -or- Failure to following posted instructions. -or- Less than total required pages of narrative. -or- APA style not evident -or- Lack of sentence structure or proper grammar. Would be considered 'not acceptable' for graduate work. |
| Research | Data cited comes from required number of valid sources. Citations and References are complete and reflect appropriate APA style. The evidence used reflects multiple views. Would be considered scholarly work. | The evidence comes from less than required number of valid sources, or less than the required number to be cited. -or- Overall the paper is good but generally there are less than 2 general format errors in APA style for citations and references. | Valid sources are lacking. -or- The bibliography is missing some information or has several mistakes in formatted in APA style. -or- This would be considered minimal citations for peer-reviewed research. | The evidence seldom comes from few cited valid sources (less than 1 citation or no citations). -or- The bibliography is missing significant information; numerous errors in APA style or lack of citations. Paper lacks substantiation and appears to be based on opinion. | Little to none evident Not quality work for graduate level assignments -or- Paper has a bibliography but no in-text citations. |
| Logic and reasoning | Arguments and statements are pertinent to the topic and are logical, supported with cited evidence. The key points are evident and clear to reader. Paper presents well-developed analysis and synthesis. | Arguments and statements are pertinent and logical but are not reasonably supported with sufficient evidence. -or- Paper presents reasonable analysis and synthesis but not well-verbalized in the text. | Arguments and statements are not consistently pertinent, logical, or supported. -or- Few key arguments have been made. Nuance, inference and subtlety lacking. Too much personal opinion (first person). | Arguments and statements rarely, if at all, seem logical and supported. Almost no key arguments have been made. -or- Analysis and synthesis lacking. Would be considered poor work needing revision. | Difficult to determine or lacks clarity of purpose. |

GRADING RUBRIC for Final Project (points may be adjusted per course grading as needed)

| Criteria | Excellent (60 points) | Good (50 points) | Acceptable (40 points) | Needs improvement (30 points) | Poor (20 points) |
|--|--|---|--|--|---|
| Grammar, syntax and style | Appropriate grammar and vocabulary are used in all materials, visuals or handouts. No significant errors in sentence structure or oral presentation. Graphics were professional looking and of high quality. | Generally appropriate vocabulary used with minor noticeable errors in grammar and pronunciation. Too much use of first person in narrative versus being an objective discussion. | Somewhat informative and understandable but there were numerous spelling and verbal grammatical errors that detract from overall effectiveness. | Too many errors in grammar, verbal presentation, etc. Mostly discussed in first person. Not compelling as delivered. Would be considered fair or average work and probably not competitive for funding due to how it is presented. | Professional style not evident; Visuals lack proof reading as many errors obvious; Would not be considered appropriate as a funding proposal due to grammar. |
| Structure and organization of presentation | Verbal content is clear, easy to follow, and appropriate to the assignment. There is a logical flow to the topics/arguments. Format includes all required elements of a business plan. Would be considered high quality or excellent. | Project is appropriate and fairly well organized. Overall it is informative, complete and understandable but needs some refining. Speaker may have failed to follow instructions for organization of paper in some instances. Project generally understood and logical but needs better organization. | Project is fairly clear. Inconsistent support for justifying need, budget, etc. Organization is lacking or was not readily evident in presentation. -or- Did not follow instruction in most instances. | Project unclear and/or inappropriate. Not very informative or understandable or arguments/thesis not supported. Presentation is not well organized. | Poorly organized throughout. Failure to following posted instructions. Presentation is less than average or would be rejected. |
| Logic and persuasion | All information presented is pertinent and logical, supported with cited evidence. The key points were stressed – no major points have been left out. Presentation describes a well-developed project and would be considered competitive. | Generally, the project is pertinent and logical but not reasonably supported with demonstrated evidence consistently. All elements would be considered above average. | Justification for the proposal is not consistently pertinent, logical, or supported. Few key arguments have been made. Nuance, inference and personal opinion deter from merit. Deliverables need clarification. | Rationale for project rarely, if at all, seems logical and supported. Almost no key arguments have been made to fund project. Objectivity and synthesis lacking in persuasion. Timeframe is lacking or not well thought out. | Difficult to determine logic or rationale behind project. Lacks clarity of purpose. Decision makers would reject this proposal based on its merit or require significant justification and rationale. |
| Delivery | Presenter used excellent eye contact, speaking style and delivery. Did not rush through presentation. Displayed confidence in what was being conveyed. Appropriate dress and professionalism evident. | Presenter’s delivery was good but could be improved in several areas. Not totally confident in all areas. | Presenter did an adequate job but many areas could use improvement. May have appeared less than confident in material presented. | Presenter was not effective in delivery or speaking ability. May have appeared unsure or uncertain. Delivery would be much improved by practicing or refining. | Overall, delivery was poor on all levels. Professionalism questioned. |
| Effectiveness | Effective presentation; engaged audience. Would be considered a professional or high-quality delivery. | Overall, a good effort but not of highest quality. | Marginally acceptable presentation. Some improvement needed. | Not as effective as a presentation but could be improved in many areas to make it more competitive. | Not effective as a presentation. Poor judgement evident. |

Tab 5

**Fairmont State University
Board of Governors
October 18, 2018**

Item: Intent to Plan for Bachelor of Science in Strategic Leadership Degree

Committee: Committee of the Whole

Recommended Resolution: Be it resolved, that the Fairmont State University Board of Governors approve the Intent to Plan for a degree of Bachelor of Science in Strategic Leadership.

Staff Member: Richard Harvey
Interim Provost and Vice President for Academic Affairs

Background: The new Bachelor of Science in Strategic Leadership degree, through online delivery, is designed to provide an opportunity for students to obtain a bachelor's degree who possess an associate degree from a regionally accredited institution, or who have 60 or more hours of transferable college credit at one or more regionally accredited institution.

This program addresses the needs of individuals whose educational goals are not being met through traditional degree programs.

**BACHELOR OF SCIENCE IN
STRATEGIC LEADERSHIP (BSSL) DEGREE**

NOTIFICATION OF INTENT TO PLAN
FAIRMONT STATE UNIVERSITY
FAIRMONT, WEST VIRGINIA

OCTOBER 1, 2019



**FAIRMONT STATE
UNIVERSITY™**

School of Business



**BACHELOR OF SCIENCE in STRATEGIC LEADERSHIP (BSSL)
FAIRMONT STATE UNIVERSITY**

West Virginia Higher Education Policy Commission

“The credibility and effectiveness of the American higher education system – long the strength of our democracy and a model for the world – are on the line. Unique to the nature of that system is the implicit promise that educational opportunity and the better quality of life it brings are open to all. Universal access, then, becomes both our standard and our pledge. We must work together to keep our promise to today’s and future students.”

Improving Access to the Baccalaureate, AASCU

DECLARATION (5.1):

In accordance with Series 11, Submission of Proposals for Academic Programs at Public Regional Institutions and the Monitoring and Discontinuance of Existing Programs of Title 133 Procedural Rule of the West Virginia Higher Education Policy Commission (WVHEPC), Fairmont State University, through its School of Business, submits the following Intent to Plan for the creation of an online baccalaureate adult degree completion program - Bachelor of Science in Strategic Leadership (BSSL). It is the intent of Fairmont State University to submit the full proposal to the WVHEPC for consideration at its February 8, 2019 commission meeting with a projected date of implementation to be August 2019.

INTRODUCTION (5.2):

A major stumbling block for students attempting to complete degree programs in American colleges and universities is the too frequent problem of transfer of academic credits and/or access to courses at times and locations conducive to their work and life schedules. The area of greatest concern with transfer credit is for students who move from two-year to four-year institutions. Nationwide, roughly forty-three percent (43%) of students who begin their higher education at two-year institutions transfer at least once, and many of these students transfer to a baccalaureate institution. An issue in all states, including West Virginia, is the effectiveness of state higher education policy in supporting the success of students wishing to transfer. West Virginia higher education policy on transfer of academic credits has been revised to implement a statutory mandate which calls for the state’s public higher education institutions to ensure that community and technical college students have transfer opportunities to four-year colleges and universities consistent with sound public and academic policy.

Problems in transfer to baccalaureate institutions are particularly acute for those students who have completed a significant number of academic credits in occupational/career fields and/or who possess an Associate of Applied Science degree in a field for which pathways to a baccalaureate degree isn’t available. Since some or all credits accumulated may not readily transfer to traditional baccalaureate programs, some other type of bachelor’s degree-completion opportunity which will provide for additional skill enhancement and professional advancement is desirable. Similarly, students who have accumulated credit from one institution, or more, without completion, often lack motivation to rejoin traditional delivery for degree completion. These students also tend to have competing responsibilities that create conflict for traditional delivery pathways for degree completion, and/or are place-bound without options within commuting distances.

A major element in providing enhanced opportunities for transfer is the establishment of an adult degree completion program. This degree program, such as a Bachelors of Applied Science or Bachelor of Science in an applied field, is open to all students who have completed occupational/career technical programs with an Associate of Applied Science degree, and/or those who have accumulated at least 60 hours of credit at accredited institutions of higher education.

EDUCATIONAL OBJECTIVES (5.2.a):

The mission of Fairmont State University is to educate, enrich, and engage students to achieve personal and professional success. The School of Business' mission augments the institutional mission by being committed to delivering a quality business education through effective teaching in a caring learning environment that is responsive to the shared needs of students, employers, and the community. The Bachelor of Science in Strategic Leadership (BSSL) aligns with both missions as it is intended to provide opportunity for furthering educational options to a significant portion of the state and regional population, thereby improving an individual's career mobility and earning potential, as well as increasing the education of the region's workforce.

Through an online delivery architecture that will offer 8-week courses, we are meeting a need to help students to move through the curriculum at an accelerated pace. After completing this program, students should be able to:

1. Generalize what organizational processes determine an organization's performance
2. Demonstrate how leaders can influence organizational processes and performance
3. Analyze constraints on strategic leadership and conditions that impact leader decisions
4. Evaluate internal and external organizational environments and impact on strategic operations
5. Construct policy and procedures that can be used to formulate good competitive strategies

DESCRIPTION OF PROGRAM (5.2.b):

The Bachelors of Science in Strategic Leadership degree, through online delivery, is designed to provide an opportunity for students to obtain a bachelor's degree who possess an associate degree from a regionally accredited institution, or who have 60 or more hours of transferable college credit at one or more regionally accredited institution.

Graduates of certain applied associate degree programs for which there isn't an obvious baccalaureate degree need opportunities to continue their education in areas that best meet their educational goals without losing credit hours or being required to take additional courses that result in the student exceeding the requisite 120 credit hours needed for baccalaureate completion. Meeting the educational goal of these students greatly meets the needs of the regional workforce in West Virginia.

The proposed Bachelor of Science in Strategic Leadership degree addresses the needs of individuals whose educational goals are not being met through traditional degree programs. Students who qualify may enter the program with a completed associate degree or with 60 or more hours of transferable credit from regionally accredited institutions by offering students a concentration in Strategic Leadership at the baccalaureate level which will provide workplace knowledge, skills, and competencies with which to compete for, or hold, managerial and supervisory positions in private or public organizations.

The Bachelor of Science in Strategic Leadership degree is very similar in design to the Regents Bachelor of

Arts, expect that it provides a specific concentration or focus to offer completers a credential for workplace readiness or career advancement.

Admissions:

The student must possess an associate degree from a regionally accredited institution, and/or have at least 60 or more credit hours with an overall 2.0 GPA, and be a student in good standing at the last attended institution, or eligible for readmission to a baccalaureate degree granting institution.

Students who do not hold an associate's degree from a regionally accredited institution, must be 5 or more years from completion of high school, or completion of high school equivalency, or at least 23 years of age. Students who hold an associate's degree from a regionally accredited institution may matriculate directly into the program after completion of the associate's degree.

Policies:

Students may transfer up to 72 credit hours from a completed associate degree program, or up to 90 hours from regionally accredited institutions as long as transferred hours meet program requirements.

The student must meet all general institutional admission requirements. The residency requirement will be 30 hours from Fairmont State University. All students admitted into the program will agree to an approved program of study prior to beginning coursework. Deviations from the approved program of study will require prior approval from academic advisor(s).

Transient status may be granted for purposes of taking course substitutions on a case-by-case basis or general education requirements, as long as the student meets residency requirements. Course credit will be awarded for college-level learning, not for experience, unless prior credit has been awarded to the student and transcribed by a regionally accredited institution.

Curriculum:

Degree - 120 credit hours

Program Format – Online eight-week course format on a cohort basis.

General Education – 30 hours (Inclusive of any applicable transfer credits) Courses must be distributed among all the following categories.

- Communication(s) – 6 hours
- Natural Science – 6 hours
- Mathematics – 3 hours
- Computer/Information Technology – 3 hours
- Social Science – 6 hours
- Humanities/Fine Arts – 6 hours

Upper division requirement - 30 hours (3000 or 4000 level)

Residency requirement – Students must complete a minimum of 30 hours from Fairmont State University.

Area of emphasis requirement – The area of emphasis for the BSSL program will consist of 30 hours in Strategic Leadership courses. No other areas of emphasis will be required.

The following course lists identifies required and potential elective courses. This list tentatively identifies courses that will be further refined and developed during the full proposal development phase:

Recommended Required Courses – Total 30 hours (3 credit-hour courses)

- BSSL 3000 level (new) – Essentials of Business and Management
A module-based course providing foundational knowledge in management, marketing, finance, information systems, and accounting. Students who have taken courses in all areas, with advisor approval, may substitute a 3000 OR 4000 level elective for these hours
- BSSL 3000 (new) – Cross-Cultural Leadership
- BSSL 3000 (new) – Dimensions of Strategic Leadership
- BSSL 3000 (new) – Information Systems and Data Analytics for Leaders
- BSBA 3399 (under development) Legal Environments in Business
- BSBA 4415 (existing) – Strategic Management & Policy
- BSBA 4420 (existing) – Business Ethics and Corporate Accountability
- MGMT 3390 (existing) – Organizational Behavior
- MGMT 4402 (existing) – Organizational Change and Development
- BSSL 4000 (new) Portfolio development
This course will serve as a culminating assessment for the program. Students will engage in skills inventories and perform gap analysis of their own proficiencies based on widely accepted competencies including, but not limited to, leading and deciding; supporting and cooperating; interacting and presenting; analyzing and interpreting; creating and conceptualizing; adapting and coping; organization and execution; enterprising and performance. From the gap analysis, students enhance resume descriptions emphasizing their strengths, and will develop actionable goals to achieve proficiency in areas in which there are perceived or identified weaknesses. The portfolio will document learning outcomes for each student with artifacts of work submitted for the area of emphasis as well as documentation of work or professional achievements.

Potential Elective Courses – 3 credit hour courses

Students in the BSSL program will only need to take an elective course if they transfer in acceptable course credit for one or more of the required courses in the program. Elective courses also will be offered to allow those students to achieve 120 hours through the 8-week online format of the program should they need hours beyond the 30 required courses to achieve this threshold. Examples of potential elective courses include:

- BSSL 3000 (new) – Operations for Strategic Managers
- BSSL 3000 (new) – Managerial and Supervisory Skills
- BSSL 4000 (new) – Applied Research in Strategic Leadership
- MGMT 3308 (existing) – Human Resource Management
- MGMT 4400 (existing) – Organizational Theory and Design

QUALITY ASSURANCE (5.2.c):

The School of Business programs are accredited through the Accreditation Council for Business Schools

and Programs (ACBSP). Accredited programs include: Bachelor of Science in Accounting; Bachelor of Science in Business Administration; Bachelor of Science in Information Systems Management; and, Masters of Business Administration. The BSSL program will be designed and administered to meet the ACBSP Standards and Criteria for Demonstrating Excellence in Baccalaureate/Graduate Degree Schools and Programs. New programs seeking accreditation from ACBSP must have a minimum of three cycles of learning outcomes measurement data to be eligible. As soon as the BSSL program has produced three cycles of data, a self-study will be initiated inclusive of evidence and artifacts. Subsequently, a request for accreditation will be submitted. It is anticipated that this will be accomplished during the 2022-2023 academic term, at the earliest.

In addition to designing and administering the program to ACBSP Standards and Criteria, instructors in the program will receive *Quality Matters™* training and all courses will be designed and peer reviewed for compliance with *Quality Matters™* standards and the *Quality Matters™* Rubric. The goal of this effort will be to successfully meet the *Quality Matters™* Rubric Standards and achieve eligibility to place the *Quality Matters™* Certification Mark on all courses for the BSSL program.

Lastly, the annual assessment of all programs of Fairmont State University must be carried out under the processes set forth by the Institutional Assessment Council (IAC). This process ensures a peer evaluation of the assessment artifacts, evidence, analysis, and plan of continuous improvement for each program. The peer evaluation of the assessment report will occur early in the fall term after the first year the new program is offered.

OTHER STATE INSTITUTIONS OFFERING SIMILAR PROGRAMS (5.2.d):

Nine private baccalaureate and 10 public baccalaureate granting institutions were included in a review of their websites to determine if similar adult degree completion programs are offered. Table 1 provides a summary of this information.

Other than for nursing and Regents Bachelor of Arts, only West Liberty University offers a similar program – Bachelor of Arts in Organizational Leadership. West Liberty University’s program is offered on an accelerated format, but is not an online program.

The Bachelor of Science in Strategic Leadership being proposed will be fully online and course content developed around and focused on strategic leadership as an academic discipline. It is this strategic focus of program content that will differentiate the BSSL from programs with a general business or organizational administration focus.

Table 1 – Institutions Offering Similar Programs

| Institution Name | Degree Completion Program | Name(s) of the Program(s) |
|------------------------------|---------------------------|---------------------------|
| Alderson Broaddus University | Yes | LPN to BSN |
| | | RN to BSN |
| | | Petroleum Management |
| American Public University | No | |
| Bethany College | No | |
| Bluefield State College | Yes | LPN to BSN |

| | | |
|--------------------------------|-----|---|
| University of Charleston | No | |
| Concord University | Yes | Regents Bachelor of Arts |
| Davis & Elkins College | Yes | RN to BSN |
| Glenville State College | Yes | Regents Bachelor of Arts |
| Marshall University | Yes | Regents Bachelor of Arts |
| | | RN to BSN |
| Ohio Valley University | No | |
| Salem University | Yes | RN to BSN |
| Shepherd University | Yes | Regents Bachelor of Arts |
| West Liberty University | Yes | Dental Hygiene |
| | | Bachelor of Arts in Organizational Leadership |
| | | Regents Bachelor of Arts |
| West Virginia State University | Yes | Regents Bachelor of Arts |
| West Virginia University | Yes | RN to BSN |
| | | Regents Bachelor of Arts |
| WVU at Parkersburg | Yes | RN to BSN |
| | | Regents Bachelor of Arts |
| WVU Institute of Technology | No | |
| West Virginia Wesleyan College | No | |
| Wheeling Jesuit University | No | |

Source: Information retrieved from each respective institution website.

SOCIETAL, OCCUPATIONAL, RESEARCH, OR PUBLIC SERVICE NEEDS (5.2.e):

According to the 2017 Report Card, there has been a 30% decrease in the number of community college students entering baccalaureate programs during the 2012 to 2016 year period after enrolling in a community and technical college. During this same time period, a slight increase of 2.6% was reported for students who completed an associate's degree program in a career-technical field. During the 2012 – 2016 period, a total of 12,463 degrees were awarded. Many of these associate degrees in an applied field do not have a baccalaureate option without incurring a significant number of additional credits. Examples of such fields would include Applied Manufacturing Technology, Applied Design, Emergency Medical Services, Industrial Technology, Paralegal Studies, Welding Technology, or Veterinary Technology.

In addition to students with a completed associates of applied technology in a career-technical field, many in West Virginia hold college-credit but do not have a completed degree. Those students in West Virginia with at least 60 hours or more of college credit would benefit from an online degree completion program.

According to the U.S. Census Bureau's 2012-2016 American Community Survey, it is estimated that 401,283 West Virginians hold some college credit or a completed associate degree representing 27.4% of the total subject population. This number represents a potential market for an online adult degree completion program. See Table 2 below.

Table 2 – West Virginia Select Educational Attainment, 2012-2016 American Community Survey

| Population Subject | Total Subject Population | | Percent of Subject Population | |
|------------------------------------|--------------------------|-----------------|-------------------------------|-----------------|
| | Estimate | Margin of Error | Estimate | Margin of Error |
| 18 to 24 Year Olds | | | | |
| Some college or associate’s degree | 72,990 | +/-1,518 | 43.2% | +/-0.9 |
| 25 years and over | | | | |
| Some college, no degree | 240,404 | +/-3,312 | 18.5% | +/-0.3 |
| Associate’s degree | 87,889 | +/-2,183 | 6.8% | +/-0.2 |
| Total | 401,283 | | 27.4% | |

Source: Educational Attainment 2012-2016 American Community Survey 5-year Estimates
 (https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF)

West Virginians who are age 25 years of age or older with a bachelor’s degree, earn approximately 38% more per year than someone with some college or an associate’s degree. According to the 2010-2016 American Community Survey 5-Year Estimates, Median Earnings in the Past 12 Months, West Virginians with some college or associate’s degree have median earnings of \$30,568 versus \$42,248 for someone with a Bachelor’s degree (https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF). Payscale.com reports that the return on investment (ROI) of a bachelor’s degree offers greater return due to higher earning potential throughout the holder’s career than those with only an associate’s degree credential.

STATEMENT OF ADDITIONAL RESOURCES (5.2.f):

It is anticipated that this degree program will be offered through the School of Business with existing full-time faculty augmented by adjunct faculty as needed. Program coordination will be assumed by the Dean of the School until enrollment numbers achieve a threshold that will support a program coordinator and/or the addition of one full-time faculty line.

Additional administrative and marketing materials for this new program will be covered by existing budget allocations of the School of Business.

STATEMENT OF INSTRUCTIONAL DELIVERY METHODOLOGIES TO BE EMPLOYED (5.2.g):

The required and elective courses of the BSSL program will be delivered in an online eight-week format on a cohort basis. The course rotation schedule will allow for a new cohort to be admitted each academic cycle beginning with the fall term. This approach will minimize the number of course sections needing to be offered each academic year and the number of additional faculty needed to launch the program until the program reaches a sustainable level of growth.

All courses designed for the BSSL program will meet *Quality Matters*TM standards and will be delivered by the current Learning Management System employed by Fairmont State University - Blackboard®.

Tab 6

**Fairmont State University
Board of Governors
October 18, 2018**

Item: Approval of Reinstatement of Architecture Program Fee

Committee: Committee of the Whole

Recommended Resolution: Be it resolved, that at the recommendation of the Finance Committee, the Board of Governors approve the reinstatement of the Architecture Program Fee at the Undergraduate level.

Staff Member: Christa Kwiatkowski

Background: During budget preparation time, there was a miscommunication from the prior Dean of the College of Science and Technology that the College of Sci/Tech program fee could replace the existing Architecture Program Fee. It was later discovered by the Program Coordinator that the fee should have been charged in addition to the new program fee. NAAB accreditation specified that this fee be charged to provide a sustainable revenue source directly to the program. I am requesting that the Architecture Program fee be reinstated at the previously approved amount of \$200 per semester, starting with the Spring 2019 term.