

# **PROGRAM REVIEW**

**Bachelor of Science in  
Allied Health Administration**

**Fairmont State University**

**2007**

## **Executive Summary**

### **Allied Health Administration**

### **5 Year Program Review**

An executive summary of the baccalaureate allied health administration program review report.

- The Bachelor of Science Degree in Allied Health Administration is designed for students with Associate Degrees in health career programs. It is a comprehensive program designed to provide career mobility for health care professionals who wish to assume a role in health care administration or pursue graduate education.
- An additional intent of the program is to provide career advancement for those who are already employed in health care organizations. The unique nature of this 2 + 2 program makes it a natural career ladder opportunity for students who wish to progress beyond the opportunities available to the associate degree graduate in education and employment.
- The current enrollment for the program is 39 students. There have been 46 graduates in the last five years. Enrollment in the program is slowly increasing.
- A majority of the business and liberal studies courses for the program are offered at off-campus locations which increases the accessibility of the program for nontraditional and employed students.
- The curriculum is directed toward developing the management, problem solving, finance, and interpersonal skills required by administrators in health care organizations. The program includes a mix of liberal studies courses and a core curriculum which includes accounting, management, problem solving, information systems, statistics and allied health courses.
- Graduates of the bachelor's program in Allied Health Administration from 2000 to 2005 were surveyed regarding their employment, salary, evaluation of the program, responsibilities required in their position, and level of satisfaction with regard to program outcomes. Forty-six surveys were mailed to graduates; eleven or (23%) were completed and returned. Graduates indicated that they were satisfied with their educational program.
- A survey of employers of graduates indicated that the graduates had an above average performance in the areas of knowledge of field, technical job skills, leadership skills, interpersonal communications, motivation, dependability, maturity, and appropriate appearance. A few graduates demonstrated superior performance in the areas of dependability, communications and job skills after experience.

- Minimal financial resources have been required for this program. Three adjunct faculty members teach a total of 13 credits in required Allied Health courses. Required business courses are taught by faculty members in the School of Business in existing courses. Liberal Studies courses are taught by a variety of faculty members in the various Schools and Colleges.
- The Allied Health Program does not have an expense budget or a designated library allocation budget. The School of Nursing's budget currently covers the cost of supplies, and equipment and library acquisitions are absorbed by the School of Nursing or the School of Business.
- An Allied Health Administration Advisory Committee needs to be created. The Committee will be composed of members from agencies that currently provide preceptorship experiences for students enrolled in AHA 4401, Allied Health Practicum; students; faculty; employers of our graduates; alumnae; and the dean from the School of Nursing and Allied Health Administration. The Advisory Committee will serve as a link between education and the health care community.
- The B.S. in Allied Health Administration contributes to the fulfillment of the mission of the University by meeting West Virginia's need for health care professionals.
- There are no other similar degree programs within a fifty mile radius of Fairmont State University.

**PROGRAM REVIEW**  
**Fairmont State Board of Governors**  
Format for Programs Without Specialized Accreditation

Date Submitted 1-25-07

**Program (Degree and Title)** Bachelor of Science in Allied Health Administration

**INSTITUTIONAL RECOMMENDATION**

The institution is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for its recommendation:

- 1. Continuation of the program at the current level of activity;
- 2. Continuation of program with corrective action (for example, reducing the range of optional tracks or merging programs);
- 3. Identification of the program for further development (for example, providing additional institutional commitment);
- 4. Development of a cooperative program with another institution, or sharing courses, facilities, faculty, and the like;
- 6. Discontinuation of the Program

**Rationale for Recommendation:**

We recommend continuation of the Bachelor of Science in Allied Health Administration for continuation at the current level of activity. This program has 46 graduates from the last 5 years and currently has 39 enrolled students who possess associate degrees in health related fields such as Nursing, Health Information Technology, Medical Laboratory Technology, Physical Therapy Assistant, Respiratory Therapy, and Veterinary Technology. It offers graduates of two year associate degree programs an opportunity to transition to a baccalaureate degree program without repetition of previous content. Enrollment is growing in the program and graduates and employers are pleased with the competencies gained.

\_\_\_\_\_  
Signature of person preparing the report: Date \_\_\_\_\_

\_\_\_\_\_  
Signature of Dean: Date \_\_\_\_\_

\_\_\_\_\_  
Signature of Provost and Vice President for Academic Affairs: Date \_\_\_\_\_

\_\_\_\_\_  
Signature of President: Date \_\_\_\_\_

\_\_\_\_\_  
Signature of Chair, Board of Governors: Date \_\_\_\_\_

**Program Description for:** Bachelor of Science in Allied Health Administration  
Name of Program

Provide narrative regarding your program (including information for any options or tracks), its nature, unique characteristics, goals, etc. Please limit to one page. It is appropriate to use the catalog description.

**A. Adequacy**

- 1. Curriculum:** *The narrative should summarize degree requirements and provide commentary on significant features of the curriculum. In Appendix I, list required courses, elective courses, and total hours. The list of courses should provide specific course titles and numbers.*

The Bachelor of Science Degree in Allied Health Administration is designed for students with Associate Degrees in health career programs. It is a comprehensive program designed to provide career mobility for health care professionals who wish to assume a role in health care administration or pursue graduate education. An additional intent of the program is to provide career advancement for those who are already employed in health care organizations.

Courses for inclusion in the curriculum were selected by an advisory committee which includes health careers program coordinators, School of Business faculty, students, graduates, and administrators from a variety of health care organizations. The curriculum is directed toward developing the management, problem solving, finance, and interpersonal skills required by administrators in health care organizations. The program includes a mix of liberal studies courses and a core curriculum which includes accounting, management, problem solving, information systems, statistics and allied health courses.

The program progresses from general to specific and simple to complex applications of content. Students are expected to complete Principles of Management, Human Resource Management, and Human Behavior in Organizations before moving on to Health Care Organization, Management Problems of the Health Care Delivery System, and Legal and Medical Ethics.

The capstone course in the final semester is the Practicum and Seminar which places the student in a health care agency with a preceptor to experience problem solving in a setting appropriate to the practice discipline of the student. Students choose a clinical setting and a preceptor for the practicum. Together the student, preceptor and instructor select objectives appropriate to assist the student in professional role development. Students meet with the instructor in a seminar to discuss and share with other students, problems and challenges encountered in the practice setting and to discuss case studies and situations related to management and leadership. At the end of the practicum, the student submits a comprehensive practicum report including review of the literature, statement of the problem or project, problem solving strategies, and outcomes of the project in terms of

previously identified objectives. It is expected that the student will incorporate skills and information gained in all required courses in development of this paper.

See **Appendix I** for a listing of required and elective courses. The program requires a 128 credits which is consistent with the Board of Governor's Policy 52.

2. **Faculty:** *The narrative should summarize significant points relating to faculty teaching courses within the major (percentage of faculty holding tenure, extent of use of part-time faculty, level of academic preparation, etc.) Data sheets should be included for part-time as well as full-time faculty.*

Business courses required for this program are pre-existing courses taught by faculty members in the School of Business. These courses include students enrolled in other majors. Three adjunct faculty members teach a total of 13 credits in Allied Health courses required for this program.

Faculty Data forms may be found in **Appendix II** for individuals teaching the Allied Health and Business courses. Faculty members include full time and adjunct faculty in the School of Nursing and Allied Health Administration and full time faculty in the School of Business or the Department of Behavioral Sciences.

The three adjunct faculty who teach the Allied Health Courses 3301, 3302, 3372, 4401 and 4402, provide specialty instruction and clinical application for the content areas that they teach. Each of these courses is offered only once each year.

See **Appendix II** for List of "Faculty Teaching in the Allied Health Administration Degree Program" and "Faculty Data Sheets" for the full time and adjunct faculty teaching the Allied Health Administration classes.

3. **Students:**

- (a) **Entrance standards:** *Describe or attach a statement of admission standards and the procedures employed for making the admission decision. (GPA, standardized tests, etc.).*

All applicants seeking admission to the Bachelor of Science in Allied Health Administration are required to:

- 1) Meet the general admission requirements of Fairmont State University.
- 2) Have an associate degree or comparable degree in a health-related field from a college or university accredited by a regional association of colleges and schools.
- 3) Have earned a cumulative GPA of 2.0 in their previous college

work.

- (b) **Entrance abilities:** *Identify potential ability of students admitted to the program as measured by standardized tests (ACT, SAT, TOEFL, etc.) and high school GPA.*

Students admitted to the BS in Allied Health Administration program must have a minimum 2.0 cumulative grade point average (GPA). In addition, they must meet the University minimum requirements for ACT and SAT in math and English or complete the appropriate remedial course(s). Students enrolled in the program over the past five years have met the ACT/SAT and GPA requirements. Many students are graduates of selective associate degree programs which require higher math and science ACT scores for entry.

- (c) **Exit abilities:** *Identify potential ability of students who graduate from the program (e.g., CST, license exams).*

Graduate Outcomes are as follows:

Graduates of the BS in Allied Health Administration program should be able to:

- 1) Use effective written and verbal communication skills
- 2) Recognize and analyze how political and social policies impact health care
- 3) Employ leadership and management techniques to facilitate the operation of a health care organization
- 4) Apply problem solving skills in a health care setting
- 5) Practice health care management within an ethical-legal framework
- 6) Participate in continuing education activities

- (d) **Graduates:** *Provide information on graduates in terms of places of employment, starting salary ranges, (where appropriate and known), number employed in the field of specialization. Provide information on success of graduates in achieving acceptance into baccalaureate programs or graduate study.*

During the past five years, eleven of the forty-six graduates (23%) of the Bachelor of Science in Allied Health Administration program have responded to graduate surveys. Of these, 8 (73%), report employment in their field. One reported inability to find employment that matched her home responsibilities. Two veterinary tech graduates reported inability to find employment in a health care agency but both were working in the veterinary field. Five graduates, (46%) are employed in West Virginia. Average salaries reported by those employed in field full time range from \$20,000 to \$70,000+. Ten students graduated in May 2006 and graduate

surveys will be sent to these graduates this spring.

A 5 year survey conducted Fall 2005 revealed the following:  
Employers included a large rehabilitation hospital, acute care hospitals, a family medical practice, veterinary agencies and a child care resource agency.

See **Appendix VII** for Graduate Survey Summary 1999-2005.

4. **Graduate and Employer Satisfaction:** *Provide information on follow-up studies of graduates to indicate graduate and employer satisfaction with the effectiveness of the educational experience. Include a summary of the results of any studies. The summary should indicate the number of individuals surveyed or contacted and the number of respondents. Copies of the studies should be available to the Program Review Committee on request.*

Graduates of the bachelor's program in Allied Health Administration from 2000 to 2005 were surveyed regarding their employment, salary, evaluation of the program, responsibilities required in their position, and level of satisfaction with regard to program outcomes. Forty-six surveys were mailed to graduates, 11 (23%) were completed and returned. Respondents included graduates of the following associate degree programs:  
4 Health Information Technology, 2 Nursing, 1 Medical Laboratory Technology, 3 Veterinary Technology, and 1 Physical Therapy Assistant.

Respondents were asked to rate required Allied Health and Business courses using a Likert scale of 1-5 with a score of 3 representing average. Average scores for these courses were 3.63 to 4.18 indicating above average satisfaction with these courses. Most frequently identified areas of responsibility for graduates included problem solving, health education, direct clinical practice, staff or client education, accreditation preparation, and verbal and written communication. A telephone survey of employers of graduates indicated above average performance in the areas of knowledge of field, technical job skills, leadership skills, interpersonal communications, motivation, dependability, maturity, and appropriate appearance. A few graduates demonstrated superior performance in the areas of dependability, communications and job skills after experience.

See summary of graduate survey responses in **Appendix VII**. A sample Employer Evaluation is included in **Appendix VIII**.

## 5. Resources:

**(a) Financial:** *Provide information related to financial support of the program. Address the total commitment of the department and what portion of the department resources are devoted to this particular program. Include state appropriated funds, grants and contracts, state funds and student fees.*

Minimal financial resources have been required for this program. Three adjunct faculty members teach a total of 13 credits in Allied Health courses required for this program. Business courses required for this program are taught by faculty members in the School of Business in existing courses which include students enrolled in other majors. Liberal Studies courses are taught by a variety of faculty members in the various Schools and Colleges. Students are advised by the dean for the School of Nursing and Allied Health Administration. Many library, audio visual, and equipment resources are shared with other programs in the University. A separate budget does not exist for Allied Health Administration program. The budgetary needs for the Allied Health Administration program have been subsumed under The School of Nursing's budget. At this point there has been sufficient budget allocation for supplies, copying and postage required for this program from the School of Nursing's budget. However, this may become a strain on the budget for the School of Nursing as numbers of enrolled Allied Health Administration students increase, as equipment and videos need replaced and as the cost of supplies and copying rise. Additionally, if the program transitions to online instruction, there is no money available to train faculty on this process.

Termination of the program would result in reducing the cost of part-time faculty by 13 credits. However, Fairmont State University would lose students who seek a seamless transition to a bachelor's degree in the health care fields. Currently there are 39 students enrolled in courses at FSU who have declared this major. This program has not been actively marketed during the past five years. However, a program sheet has been developed and a description of the program is available on the School of Nursing and Allied Health Administration web page. Health Careers Information Sessions have been offered twice a year for potential students interested in health career programs. The B.S. in Allied Health Administration is included in these discussions.

**(b) Facilities:** *Describe special facilities available for the program including classrooms, laboratories, computer facilities, library facilities or equipment needed for program delivery.*

Many costs for this program are also absorbed by the School of Business and the general studies program because the courses required in these areas are common to other students. The four required Allied Health courses have not required major equipment or facilities investments to this point. These courses are all taught in the evening so that students can be employed in the daytime. Classrooms, computer facilities, and audio-visual equipment are all available

through the School of Nursing and Allied Health Administration for use in these courses. Although a separate library allocation does not exist for this program, library, software and audiovisual resources purchased for the leadership, management, and practicum courses in the Bachelor of Science in Nursing program are currently shared effectively. The budget for School of Nursing and Allied Health Administration is adequate at present, but may not be sufficient to update resource needs.

**6. Assessment Information: (Student and Programmatic)**

- (a) *Summarize the principal elements of the departmental assessment plan. The plan must include elements to assess student learning and programmatic outcomes.*

This program is monitored by the Dean of the School of Nursing and Allied Health Administration. Assessment is conducted through student course evaluations, graduate surveys and employer surveys.

- 1) **Curriculum** - The Dean of the School of Nursing and Allied Health Administration and selected faculty members from the Business Program will monitor assessment of the curriculum for the Allied Health Administration program. This group has recently reviewed program outcomes, the graduate surveys, and the employer survey results. The surveys are mailed to graduates and employers one year after graduation. Feedback from graduates and employers is helpful in identifying changes needed in the program. Practicum guidelines and a scoring tool for evaluation of the practicum project exist to insure consistency of requirements by program coordinators who monitor the practicum. Scoring tools for evaluating written work and in class presentations are developed. See **Appendix VIII** for sample assessment tools.

Administration - The Dean of the School of Nursing and Allied Health Administration is coordinator of the program and serves as advisor to enrolled students. An admission, progression and graduation tool has been developed to insure that students and the advisor can track progress toward the degree.

Course and Instructor Evaluation - Students have the opportunity to evaluate each course and instructor. Survey summaries are sent to the instructor and the Dean of the School of Nursing and Allied Health Administration for review. Analysis of these are used in program assessment, analysis and revision.

Advisor Evaluation - Students are asked to complete an advisor evaluation form after meeting with their advisor. Analysis of these

assist the advisor in providing helpful guidance to students.

Graduate Surveys - Graduates are surveyed one year after graduation to assess employment, salary, job responsibilities, achievement of graduate outcomes, program satisfaction, and suggestions for change.

Employer Survey - Employers are surveyed to determine changing job responsibilities, satisfaction with competencies of graduates, employment prospects. These surveys are done one year after graduation.

Advisory Committee - Allied Health Administration Advisory Committee is to be created. The Committee will be composed of members from agencies that currently provide preceptorship experiences for students enrolled in AHA 4401, Allied Health Practicum; students; faculty; employers of our graduates; alumni; and the dean from the School of Nursing and Allied Health Administration. The Advisory Committee will serve as a link between education and the health care community.

**(b) *Provide information on the following elements:***

- *Educational goals of the program*
- *Measures of evaluating success in achieving goals*
- *Identification of the goals which are being successfully met and those which need attention as determined by an analysis of the data*

Recent graduate surveys provided an opportunity to identify the most frequently required responsibilities in the job setting for graduates. This will be valuable in evaluating the curriculum and in designing practicum experiences with students.

Graduate surveys also indicated need for additional preparation and exploration of potential practicum sites. The dean and the faculty will begin compiling an informational sheet identifying practicum sites. Development of an advisory committee will assure interaction regarding graduate performance, changes in the employment market, as well as potential practicum and employment opportunities. In addition, it will assist in recruitment of students for the Allied Health Administration program. (This was previously proposed but not implemented.)

An Admission/Progression/Graduation tool was developed and revised to review progress of students toward meeting degree requirements. Meetings with advisees revealed that they valued having a tool to review their progress. This practice will be continued in the future. A copy of this instrument may be found in **Appendix I**.

7. **Previous Reviews:** *Review last program review action (including committee recommendation) and indicate corrective actions implemented since the last review.*

The Review Committee recommended the continuation of the program at the current level of activity.

8. **Advisory Committees:** *Identify whether the program has an Advisory Committee and, if so, briefly indicate the role and impact of the Committee.*

An Advisory Committee does not currently exist, but plans are developed to begin an advisory committee to address the needs and concerns of Allied Health Administration. The Advisory Committee will meet annually or as needed. It will not be empowered to make policy decisions but it will serve as a vital communication link between the University and the health care community. It will include preceptors, employers of graduates, student representatives, alumni, faculty, and the School Dean.

Proposed Committee functions include:

- Assisting in evaluation of the program of instruction;
- Evaluating competencies of graduates;
- Suggesting ways to improve public relations between health care organizations and education;
- Assisting in the recruitment of students;
- Providing information regarding placement of graduates;
- Identifying practicum preceptors;
- Providing information to the College regarding changes in the employment market;
- Discussing and recommending proposed program changes; and
- Informing the service community of program changes and continuing education opportunities.

9. **Strengths/Weaknesses:** *Identify strengths and weaknesses of the program. Describe institutional and departmental plans for removing weaknesses.*

#### Strengths

- The majority of students enrolled in the program are employed in health care settings. They have verbalized opportunities to apply management and leadership skills gained.
- The curriculum was developed by educators and health care administrators. It represents current market needs.
- Courses are available in the daytime and evening to accommodate non-

resident and non-traditional students who are employed.  
There are excellent academic alliances with health care facilities.

- Policies and pre-requisites have been established to provide for logical organization of courses.
- The program provides an opportunity for educational advancement and career development for students who have associate degrees in a health care related field.

### Weaknesses

- The program has been without comprehensive coordination for two years. The Dean of the School of Nursing and Allied Health Administration is now coordinating this program.
- A Library allocation does not currently exist for this program but the Library resources for other programs including business, management, health careers, and nursing, provide interdisciplinary resources for the AHA students.
- The program continues the need for marketing efforts within and outside the Fairmont State campus.
- A separate budget does not exist for this program which may impact program viability.

**B. Viability:** *(Provide narrative summary for each of the following in addition to requested forms).*

1. **Off-Campus Classes:** *List off-main-campus courses offered and locations for the last two years. (Include as Appendix III)*

Classes are offered at 10 off campus sites and several classes are offered online. At this time the required Allied Health courses are only offered on the FSU campus.

See **Appendix III.**

2. **Service Courses:** *List departmental courses that are required for students in other majors and support programs outside the major (Include as Appendix IV).*

Allied Health 1106, Introduction to Pharmacology, is required for the Associate Degree Nursing program.

Allied Health 3301, Health Care Organizations, is often chosen by students in health career majors as an elective.

Allied Health 3341, Death and Dying, is often chosen by students in health

career majors as an elective.

Allied Health 3372, Legal and Medical Ethics, is often chosen by students in health career majors as an elective.

3. **Articulation Agreements:** *List program specific articulation agreements with other institutions for delivery of this program.*

N/A

4. **Course Enrollment:** *List program area courses taken by students who are majors and include enrollment by semester for past five years. Indicate required or elective courses (Include as **Appendix V**).*

*Note: For **Associate** program include all program area courses.*

*For **Baccalaureate** program include upper division courses in the major.*

*For **Graduate/Professional** program include program area courses.*

See **Appendix V**. Due to the changes in the Banner system, the registrar's office, and administration for the program, data on class enrollments are only available for the past 2 semesters.

5. **Enrollment:** *Provide data indicating the number of applicants, number of applicants admitted and enrolled, total enrollment and number of graduates for the program for each of the last five years. (Include as **Appendix VI**) Provide separate data for each option offered under the program.*

See **Appendix VI**.

6. **Enrollment Projections:** *Identify trends that will influence enrollment over the next five years. Provide enrollment projections.*

Health care is moving out of the traditional hospital setting into the community. Home care agencies, emergency care centers, and Health Maintenance Organizations are developing in communities. Health care employees need additional management, leadership, and health care policy background to facilitate operation of these organizations. Employers are looking for cost effective managers who understand both the delivery side of health care and the accounting side.

With effective marketing, this program will continue to grow. As employers see the skills demonstrated by graduates, employment opportunities will also grow. Graduates will also see the increased competencies gained in this program.

7. **Cost Per Student Credit Hour:** *Indicate the average cost per student-credit-hour for this program in the past three years and compare with the average cost at the institution. If the three year average cost per student-credit-hour is higher than the institution's average, explain reasons (data furnished by the Higher Education Office).*

The three year average cost per student in the Allied Health Administration program is not able to be calculated at this time for several reasons. A large majority of AHA majors are part-time student and many courses are taken at off campus sites. Most students don't declare their major until they are ready to take the Allied Health Courses which are scheduled in their last semesters. Additionally, full-time students can take 12-18 credit hours for the same tuition fee. Thus, it is difficult without a sophisticated computer program, which does not currently exist, to tease out all of the variables to determine the exact cost of the program.

C. **Necessity:** *Provide narrative summary for each of the following)*

1. **Job Placement:** *Discuss the job placement rate reported in Section A.3.d. Provide a statement summarizing procedures utilized by the institution to help place program graduates in jobs or additional educational programs. Include activities supported by both the student's academic department as well as the institution's placement office. This summary should include the institution's procedures and program organization for continuing contact and follow-up with graduates.*

Eight of the eleven graduates, (73%), who returned surveys, indicated employment in a health care setting. One graduate was unable to find employment in the small town where she lives. Two graduates work in veterinary sciences and they did not find positions in a health care agency. It is unclear as to whether or not the graduates were actively seeking jobs in a health care agency. Veterinary tech students may have a harder time transitioning from veterinary sciences to health care and this is an area for further review. One of the veterinary tech graduates stated that the degree assisted them in obtaining a management position in an animal clinic.

The Office of Career Services at Fairmont State University provides students and alumni with a variety of services. These include seminars, career and job fairs, job placement classes, graduate school fairs and information, internet job searches, access to a job referral system, on-campus interviewing, a career resources library, and establishment of a credential file for each graduate. The School of Nursing and Allied Health Administration works with Career Services to prepare students for graduation and employment. We jointly offer a Job Fair for Health Careers annually, and refer students for assistance with job searches.

- 2. Similar Programs:** *Identify any similar programs available at another institution (public or private) within a 50 mile radius of the campus. If any such programs are available justify program duplication.*

No similar programs are available at public or private institutions within a 50 mile radius of the campus.

- D. Consistency with Mission:** *Explain how this program fits into the mission of the institution. Identify the relationship of this program to other programs at the institution, especially in terms of mutual support (e.g., shared faculty, shared facilities, shared course requirements for external program accreditation).*

The B.S. in Allied Health Administration program promotes the mission of Fairmont State University, providing a diverse and supportive learning environment with experiences that foster individual growth. It is a student-oriented program which enables the student to acquire the knowledge and skills needed to ensure employability as a health care administrator. The B.S. in Allied Health Administration also contributes to the fulfillment of the mission of the University by meeting West Virginia's need for health care professionals. In obtaining their baccalaureate degrees, students develop an understanding of the arts and humanities, as well as an appreciation of the social and cultural world in which they live. Their knowledge of basic sciences is expanded, written and oral communication skills are refined, and mathematical and data analysis skills are enhanced. Leadership and management skills are developed and practiced by students in the program. Increasingly, graduates of Fairmont State Community and Technical College and other colleges who have received associate degrees in health care fields are continuing their education toward a baccalaureate degree in Allied Health Administration. The unique nature of this 2 + 2 program makes it a natural career ladder opportunity for students who wish to progress beyond the opportunities available to the associate degree graduate in education and employment.

**APPENDIX I**  
**Required and Elective Courses**  
**Bachelor of Science in Allied Health Administration**

**Required Courses in Major**

			<b><u>Credits</u></b>
			<b>31-32</b>
Accounting	2201	Principles of Accounting	3
Allied Health	3301	Health Care Organizations	3
Allied Health	3302	Management Problems of the Health Care Delivery System	3
Allied Health	3372	Legal and Medical Ethics	3
Allied Health	4401	Practicum and Seminar	4
Information	1100	Computer Concepts & Application	3
Management	2209	Principles of Management	3
Management	3308	Human Resource Management	3
Management	3390	Human Behavior in Organization	3
Business	3310	or Business & Economics Statistics	3
Psychology	2240	or Statistics	4
Math	1113	Applied Statistics	4

**Liberal Studies Requirements**

**44-45**

**See Degree requirements FSC Catalog 2006-2007 pp 50-52**

First Year Experience	15-16
Scientific Discovery	8
Cultural/ Civilization Exploration	9
Artistic Expression & Interdisciplinary	6
Society/Human Interactions	6

**Associate Degree Major Credits**

**35**

**Electives**

**18**

**BACHELOR OF SCIENCE IN ALLIED HEALTH  
ADMINISTRATION  
ADMISSION/PROGRESSION/GRADUATION  
ADMISSION**

\_\_\_\_\_  
Name F000 Number

\_\_\_\_\_  
Address

\_\_\_\_\_  
City State Zip Code County

\_\_\_\_\_  
Telephone (Home) Telephone (Work) FAX

\_\_\_\_\_  
Gender:  Male  Female Ethnicity \_\_\_\_\_

\_\_\_\_\_  
Birth Date

ENHANCED ACT SCORES: Composite \_\_\_\_\_ Math \_\_\_\_\_ Science \_\_\_\_\_ Reading \_\_\_\_\_  
English \_\_\_\_\_

\_\_\_\_\_  
Tuition Assistance License/Certification Number

Transcripts on File \_\_\_\_\_ Health Form \_\_\_\_\_ CPR Certification \_\_\_\_\_  
Immunizations \_\_\_\_\_

\_\_\_\_\_  
Associate Degree Field College/University Graduation Year

\_\_\_\_\_  
Date Admitted to AH Administration  Full-Time  Part-Time

Employment Status:  Full-Time  Part-Time  Not Employed

\_\_\_\_\_  
Employer Address Position

COMMENTS:

**B.S. IN ALLIED HEALTH ADMINISTRATION ADVISEE PROGRESSION**  
**LIBERAL STUDIES REQUIREMENTS - 44 CREDITS**

<u>Cluster Courses</u>	<u>Credits</u>	<u>Grade</u>
<b><u>First Year Experience (15 Credits)</u></b>		
English 1104	3	_____
English 1108	3	_____
Speech Communication 1100	3	_____
Math (1102 or above)	3	_____
Information Systems 1100	3	_____
<b><u>Culture/Civilization Exploration (9 Credits)</u></b>		
<i>Select 6 Credits</i> from the Literature options in the current Catalog		
_____	3	_____
_____	3	_____
<i>Select 3 Credits</i> from the History, Philosophy & Language Options p.50 in the FSC Catalog		
_____	3	_____
<b><u>Artistic/Creative Expression (6 Credits)</u></b>		
<i>Select one</i> of the following courses:		
Theatre 1100 - Theatre Appreciation	3	_____
Music 1120 B Music Appreciation		
Art 1120 B Art Appreciation		
Intro 1120 B Experiencing the Arts		
<i>Select an additional 3 credit course</i> from the Catalog list p.30		
_____	3	_____
<b><u>Scientific Discovery (8 Credits)</u></b>		
<i>Complete any 2</i> four credit laboratory course options as listed on p. 50 in the FSC Catalog		
	8	(4) _____
Biology _____		(4) _____
Chemistry _____		
Geology _____		
Physics _____		
Science _____		
<b><u>Society/Human Interactions (6 Credits)</u></b>		
<i>Select two courses</i> from the following		
Psychology 1101		_____
Sociology 1110, 1111		_____
Economics 2200, 2201		_____
Geography 2210		_____
Political Sc. 1103, 2200, 2201,2203, 4405		_____
<b><u>Writing Intensive Course</u></b>		
Allied Health 4401 _____		_____

TOTAL LIBERAL STUDIES CREDITS (44 required) \_\_\_\_\_

**AHA MAJOR REQUIREMENTS**

**28-29**

**Credits**

Accounting 2201	Principles of Accounting	3	_____
Management 2209	Principles of Management	3	_____
Management 3308	Personnel Management	3	_____
Management 3390	Human Behavior in Organizations	3	_____
Statistics - <u>Choose 1</u>		3-4	_____
Math 1113	Applied Statistics <u>or</u>	4	_____
Business 3310	Statistics <u>or</u>	3	_____
Psychology 2240	Statistics	4	_____

**\*\*General Studies and Required Courses above must be completed before Allied Health Courses**

Allied Health 3301	Health Care Organization	3	_____
Allied Health 3302	Mgmt. Probs. of Health Care Del. Sys.	3	_____
Allied Health 3372	Legal & Medical Ethics	3	_____
Allied Health 4401	Practicum & Seminar	4	_____

**MAJOR CREDITS** \_\_\_\_\_

**AD CREDITS** 35

**TOTAL CREDITS** \_\_\_\_\_  
**(128 Credits)**

**GRADUATION**

Date of Graduation \_\_\_\_\_

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Permanent Address Code	City	State	Zip
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Employer	Address	Position
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Pursued Advanced Degree \_\_\_\_\_ Yes \_\_\_\_\_ No

**GRADUATION**

Date of Graduation \_\_\_\_\_

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Permanent Address	City	State	Zip Code
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Employer	Address	Position
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Pursued Advanced Degree \_\_\_\_\_ Yes \_\_\_\_\_ No

**APPENDIX II**  
**Faculty Data Forms**

Faculty Teaching in the Allied Health Administration Degree Program

Course	Instructor	Full-time/ Part-time	Education Degrees	Title	Years Teaching at FSU	Tenure
MGNT	R. Schaupp	Full-time	BS, MA, EdD	Prof. of Mgnt & Bus.	1984	Tenure

2209				Adm. Dean		
	S. Surendran	Full-time	BS, MBA, PhD	Prof of Marketing & Management	1994	
MGMT 3308	Business Faculty					
MGMT 3308 online	J. Carbo	Full-time		Associate Professor	2006	
	M. Cassell	Full-time	BBA, MPA, PhD	Prof of Bus. Adm.	1992	
MGMT 3390	Business Faculty					
	M. Cassell	Full-time	BBA, MPA, PhD	Prof of Bus. Adm.	1992	
ACCT 2201	G. Bennett	Full-time	BS, MBA, CPA	Assoc. Prof. of Finance/Accounting	1980	Tenured
	M. Burnell	Full-time	BA, BS, MPA	Assist Prof of Accounting/Information Specialist	1989	Tenured
	J. Lawrence	Full-time	BS, BA, MBA, CPA	Assoc. Prof of Accounting	1973	Tenured
	R. Goodwin	Full-time	BS, ME, MSME	Assoc Prof of Technology Chair, Dept of Technology	1971	Tenured
Statistics BUS 3310	M. Khalil	Full-time	BS, MBA, MA, PhD	Prof of Bus Adm/Econ	1988	Tenured
	M. Alshallah	Full-time	BS, MBA	Assoc Prof of Econ/Bus Adm	1988	Tenured
	Business Faculty	Full-time				
Statistics PSYC 2240	C. Rohrbaugh	Full-time	AA, BS, MS, PhD	Assist Prof of Psychology Chair, Dept of Behavioral Science	2002	
	T. Kato	Full-time	BA, MA, PhD	Assist Prof of Psychology	2003	
Statistics MATH 1113	S. Goodwin	Full-time	AB, MS, EdD	Prof of Mathematics	1989	Tenured
ALLH 3301	L. Decker	Part-time	MBA, BS, AAS	Instructor	2001	
ALLH 3302	L. Decker	Part-time	MBA, BS, AAS	Instructor	2001	
ALLH 3372	J. Hodges	Part-time	JD, BA	Instructor	2002	
ALLH 4401 & 4402	L. Hardman	Part-time	EdD, BMSN, BSN	Instructor	2006	

**APPENDIX II  
Faculty Data**

(No more than TWO pages per faculty member)

Name Laronica Decker Rank Instructor

Check One:

Full-time \_\_\_\_\_ Part-time \_\_\_\_\_ Adjunct X Graduate Asst. \_\_\_\_\_

Highest Degree Earned MBA, (1999) RHIA (1995) Date Degree received 1999

Conferred by MBA –WVU; RHIA – AHIMA

Area of Specialization Health Information, Business, Medical Records

Professional registration/licensure Yes Yrs. of employment at present university 5

Years of employment in higher education 5 Yrs. of related experience outside higher education 20

Non-teaching experience 20

To determine compatibility of credentials with assignment:

- (a) List courses you taught this year and those that you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number &amp; Title</u>	<u>Enrollment</u>
Spring 2007	AHA 3302 Managing Problems of Health Care	16
Spring 2006	AHA 3302 Managing Problems of Health Care	10
Fall 2006	AHA 3301 Health Care Organizations	15
Fall 2205	AHA 3301 Health Care Organizations	12

- (b) If degree is not in area of current assignment, explain.

My degrees do support my teaching assignments. Additionally, since 1997 I have held the title as Director of Health Information Management for University Health Associates. In this position I am responsible for directing all Health Information Management Operations, including home based transcriptions, across four corporate sites.

- (c) Identify your professional development activities during the past five years.

Participated in selection of Phonenix Health Systems to perform a HIPAA Impact Analysis.

Implemented OTG optical imaging system, outsourced scanning of 4 million chart pages.

Participated in leadership team training and program implementation.

- (d) List awards/honors (including invitations to speak in your area of expertise) or special recognition in last five years.

President, 2005-2006 West Virginia Health Information Management Association

President –elect 2003-2004 West Virginia Health Information Management Association

Advisory member of the FSU, Health Information Technology program

- (e) Indicate any other activities which have contributed to effective teaching.

Adjunct instructor for FSCTC for HIT 207: Health Information Supervision/Leadership

- (f) List professional books/papers published during the last five years.

- (g) List externally funded research (grants and contracts) during last five years.

**APPENDIX II  
Faculty Data**

(No more than TWO pages per faculty member)

Name Joseph T. Hodges, III, JD Rank Instructor

Check One:

Full-time \_\_\_\_\_ Part-time \_\_\_\_\_ Adjunct X Graduate Asst. \_\_\_\_\_

Highest Degree Earned JD Date Degree received 2000

Conferred by WVU College of Law

Area of Specialization law

Professional registration/licensure X Yrs. of employment at present university 2001

Years of employment in higher education 26 Yrs. of related experience outside higher education 34

Non-teaching experience \_\_\_\_\_

To determine compatibility of credentials with assignment:

- (a) List courses you taught this year and those that you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number &amp; Title</u>	<u>Enrollment</u>
Spring 2007	AHA 3372- Legal and Medical Ethics	16
Spring 2006	AHA 3372- Legal and Medical Ethics	15
Spring 2005	AHA 3372- Legal and Medical Ethics	16

- (b) If degree is not in area of current assignment, explain.

- (c) Identify your professional development activities during the past five years.

Exercise Design, 16 hour course in designing government and first and emergency responder exercises in preparedness and response capability assessment- FEMA

Courtroom Preparation and Testimony for First Responders- 16 hour course, National Fire Academy.

US Army Soldier and Biological Command, 24 hour course in Weapons of Mass Destruction Incidents.

- (d) List awards/honors (including invitations to speak in your area of expertise) or special recognition in last five years.

Order of the Barristers, National Trial Advocacy Honorary

Medal of Excellence, American Bankruptcy Institute

- (e) Indicate any other activities which have contributed to effective teaching.

State Fire Training Director for WV State Fire Commission

Associate Director WVU Extension Service Program Center

WV Office of Emergency Medical Services Curriculum and Training Committee Member

Member WVU Extension Service “Champions” Group which serves as advisory committee to Iridium Group Consultants evaluating WVU Extension Service Information technology and management needs.

- (f) List professional books/papers published during the last five years.

- (g) List externally funded research (grants and contracts) during last five years.

“Assessment of Medical Preparedness of National Disaster Medical Teams, National Guard Civil Support Teams and Hospital Emergency and Administrative Personnel for Weapons of Mass Destruction Consequence Management” \$995,538 awarded.

Assessment of Integrated Knowledge Base Requirements for Response and Consequence Management of Weapons of Mass Destruction Events, Planning Capabilities, Communications, and Interoperability Requirements. \$250,00 awarded

## APPENDIX II Faculty Data

(No more than TWO pages per faculty member)

Name Mary Sharon Boni, PhD, RN Rank Professor of Nursing  
Check One:

Full-time X Part-time \_\_\_\_\_ Adjunct \_\_\_\_\_ Graduate Asst. \_\_\_\_\_

Highest Degree Earned PhD Date Degree received 1993

Conferred by The Catholic University of America

Area of Specialization Cardiovascular Nursing, Leadership

Professional registration/licensure X Yrs. of employment at present university 6 months

Years of employment in higher education 27 Yrs. of related experience outside higher education 35

Non-teaching experience 29

To determine compatibility of credentials with assignment:

- (a) List courses you taught this year and those that you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number &amp; Title</u>	<u>Enrollment</u>
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Did not teach for the last 2 years. Responsibilities were strictly administrative.  
Associate Dean for Student Affairs, Excelsior College with 18,000 nursing students.

- (b) If degree is not in area of current assignment, explain.

- (c) Identify your professional development activities during the past five years.

Nov 4-7, 2006	-OADN Annual Convention, 20 Years of Setting the Pace,	6.9 CEs
Oct 25, 2006	WV Rural Health Conference,	<u>4</u> CEs
Oct 21-22, 2006	“Men in Nursing: Leading Men to Healthier Lives”, AAMN 31 <sup>st</sup> Annual Conference, Portland, Oregon,	15 CEs.
Oct. 16-17, 2006	“NLNAC Program Evaluator Forum 2006”, NLNAC, Tampa, Florida,	9.5 CE
Sept 18-20, 2006	“Professional Grant Development Workshop”, Grant Training Center, FSU	
May 25, 2006	“The Multigenerational Classroom” NEFWV – Flatwoods, WV	4.8
April 28, 2006	Sylvia Rayfield Faculty Development Workshop –	6 contact hours
Sept. 29-Oct 1, 2005	“Nursing Education Navigating Toward New Horizons”, NLN Educational Summit 2005,	11.5 contact house, Baltimore, MD

- (d) List awards/honors (including invitations to speak in your area of expertise) or special recognition in last five years.

2006	Concurrent session presenter, N-OADN Annual Convention, “ Managing Different Learning Styles: Does Gender Make a Difference?” M. Sharon Boni & M. Bridget Nettleton, Charlotte, NC.
2006	Plenary session presenter, “Learning Styles and Use of Learning Resources: Does Gender Make a Difference?” M. S. Boni & M. B. Nettleton, AAMN 31 <sup>st</sup> Annual Conference, Portland, Oregon.

- 2005 Presentation to VT BON on Excelsior College Program, December
- 2005 Keynote speaker, Senior Nursing Convocation, "A History of Innovation", Alderson-Broadus College, May.
- 2004 Poster presenter NLN Summit, "Literature Review on Clinical Outcomes", September, Orlando, FL
- 2004 Presenter, "What Educational Model Works Best for Men in Nursing", American Assembly for Men in Nursing, Tucson, AZ
- 2003 Presenter on Assessment, CIC; Department Chair Workshop, Atlanta, GA
- (e) Indicate any other activities which have contributed to effective teaching.
- 2006 NLNAC Program Evaluator
- 2006 Nursing Faculty Committee, Excelsior College, Albany, NY
- 2006 NLN Center of Excellence in Nursing Consultant
- 2006 Program evaluation consultant to Cochran School of Nursing, Yonkers, NY
- 2004 Outside program reviewer for West Liberty State College School of Nursing, West Liberty, WV
- (f) List professional books/papers published during the last five years.
- (g) List externally funded research (grants and contracts) during last five years.
- 2004 Reviewer of preliminary proposals submitted to FIPSE's Comprehensive Program
- 1999-2002 Member of the grant team for the North Central WV Nursing Work Force Network, Phase II, grant by the Robert Wood Johnson Foundation

**APPENDIX II  
Faculty Data**

(No more than TWO pages per faculty member)

Name Mary A. Burnell Rank Assistant Professor

Check One:

Full-time X Part-time \_\_\_\_\_ Adjunct \_\_\_\_\_ Graduate Asst. \_\_\_\_\_

Highest Degree Earned Master of Professional Accountancy Date Degree received August 1987

Conferred by West Virginia University

Area of Specialization Accounting

Professional registration/licensure CPA Aug 1986 Yrs. of employment at present university 18 years

Years of employment in higher education 18 Yrs. of related experience outside higher education 4 years

Non-teaching experience 6 yrs

To determine compatibility of credentials with assignment:

- (a) List courses you taught this year and those that you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number &amp; Title</u>	<u>Enrollment</u>
Spring 2005	ACCT 3302 – Intermediate Accounting II	28 Students
Spring 2005	ACCT 3302 – Intermediate Accounting II	8 Students
Spring 2005	ACCT 4410 – Case Studies in Accounting	26 Students
Spring 2005	ACCT 2202 – Principles of Accounting II	28 Students
Fall 2005	ACCT 3350 – Accounting Information Systems	24 Students
Fall 2005	ACCT 2201 – Principles of Accounting I	41 Students
Fall 2005	ACCT 3301 – Intermediate Accounting I	20 Students
Fall 2005	ACCT 2202 – Principles of Accounting II	29 Students
Spring 2006	ACCT 3302 – Intermediate Accounting II	21 Students
Spring 2006	ACCT 3302 – Intermediate Accounting II	6 Students
Spring 2006	ACCT 4410 – Cash Studies in Accounting	15 Students
Spring 2006	ACCT 2202 – Principles of Accounting II	33 Students
Fall 2006	ACCT 2201 – Principles of Accounting I	44 Students
Fall 2006	ACCT 2201 – Principles of Accounting I	45 Students
Fall 2006	ACCT 2202 – Principles of Accounting II	31 Students
Fall 2006	ACCT 3350 – Accounting Information Systems	35 Students
Fall 2006	ACCT 3303 – Accounting Internships	2 Students

- (b) If degree is not in area of current assignment, explain.  
N/A

- (c) Identify your professional development activities during the past five years.
1. “West Virginia Accounting Educator’s Conference,” sponsored by the West Virginia Council of Accounting Educators – Topic “Planning and Assessing the Core Competencies in Accounting” (Fall 2006)
  2. “West Virginia Accounting Educator’s Conference,” sponsored by the West Virginia Council of Accounting Educators – Topics “Recruiting Accounting Students” and “Paperless Accounting Systems” (Fall 2005)
  3. “Internal Controls: Design and Documentation,” continuing education self-study course published by the American Institute of CPAs (Fall 2005)
  4. “West Virginia Accounting Educator’s Conference,” sponsored by the West Virginia Council of Accounting Educators – Topic “Alternative Approaches to the First Course in Accounting and Opportunities in Accounting” (Fall 2004)
  5. “Upcoming Changes to the CPA Exam” – Webcast (Spring 2004)

6. "Accounting Symposium," Huntington Beach California, Topic "Technology in Accounting" (Spring 2004)
7. "West Virginia Accounting Educator's Conference," sponsored by the West Virginia Council of Accounting Educators – Topic "Introduction to the AICPA Core Competency Framework and Preparing for the New CPA Exam" (Fall 2003)
8. "Teaching On-line," LERN, Inc., delivered on-line (Spring 2002)

(d) List awards/honors (including invitations to speak in your area of expertise) or special recognition in last five years.

Nominated for the **William A. Boram Award for Teaching Excellence** (Fall 2004 and again Fall 2006). In 2004, my nomination was made twice – once by the Assistant Head of the School of Business and once by a student in my Accounting Principles class.

Nominated for the **Harold and Roselyn Williamson Straight Award for Teaching Excellence** (Fall 2006).

(e) Indicate any other activities which have contributed to effective teaching.

Serve as on-campus Champion Program Representative for the American Institute of Certified Public Accountants at Fairmont State University which keeps me in touch with all the changes recommended by the AICPA.

West Virginia Council of Accounting Educators Advisory Committee which was organized and developed by the Council with the goal of providing an annual meeting to improve information sharing and networking among accounting educators in West Virginia. This group organizes a meeting each year for all the accounting educators in WV.

(f) List professional books/papers published during the last five years.

None – Currently working on paper with international application

(g) List externally funded research (grants and contracts) during last five years.

None

## APPENDIX II Faculty Data

Name Clarence Rohrbaugh Rank Associate Professor

Check One: Full-time  Part-time  Adjunct  Graduate Asst.

Highest Degree Earned Ph.D. Date Degree Received May, 2000

Conferred by Kansas State University

Area of Specialization Experimental Psychology – Human Judgment and Decision Making

Professional registration/licensure NA Yrs. of employment at present institution 5

Years of employment in higher education 8 Yrs. of related experience outside higher education 10

Non-teaching experience 15

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number &amp; Title</u>	<u>Enrollment</u>
2005 Fall	1101 Introduction to Psychology	149
2005 Fall	2240 Statistics	37
2005 Fall	3310 Experimental Psychology 54	
2005 Fall	3390 Foundations of Psychology	8
2005 Spring	1101 Introduction to Psychology	115
2005 Spring	2240 Statistics	45
2005 Spring	3390 Foundations of Psychology	19
2005 Spring	3360 Cognitive Psychology	28
2004 Fall	1101 Introduction to Psychology	141
2004 Fall	2240 Statistics	45
2004 Fall	3310 Experimental Psychology 51	
2004 Fall	3399 Special Topics SPSS	18
2004 Spring	1101 Introduction to Psychology	113
2004 Spring	2240 Statistics	51
2004 Spring	3310 Experimental Psychology 43	
2004 Spring	3360 Cognitive Psychology	27

(b) If degree is not in area of current assignment, explain.

(c) Identify your professional development activities during the past five years.

Faculty development week. As part of the 2005 opening week activities, I attended Keynote addresses and seminars on; Teaching So Everyone Learns, A Framework for Understanding Poverty, Learning Communities, and Helping Students in Distress. These faculty development programs offered various suggestions for course instruction, advising, and understanding students that have led to changes in my approach to teaching.

Faculty development. Attended weekly meetings with numerous faculty discussing the integration of teaching techniques with the knowledge of brain development. This group work was sponsored by Nancy McClure.

WebCt/Vista training. Completed the weeklong classroom training for the integration of WebCt in the classroom. Learned to use webct for quick grade feedback, discussion, peer-to-peer help, testing, and for use as a documented student grade book.

Completed the Rubric Workshop. The four week online workshop provided methods for identifying instructional goals and methods for making those goals evident to students. Nancy McClure provided feedback on the creation of course rubrics for current classes of instruction.

Online course development training. Grant recipient for the development of a fully online Introduction to Psychology course. This thirty-two hour training session over a period of six weeks guided me in the development of an online class.

Student retention. Attended a Noel-Levits consultant meeting to learn more about how faculty can improve University student retention.

Additional academic development. As part of the 2004 opening week activities, I attended seminars on; The seven habits of highly effective teachers, Great minds don't think alike, Community service learning, Horizon live, Critical thinking, Copyright best practices, Research and contracts, and other full faculty development sessions.

Banner training. In an effort to improve my advising and registration capabilities, I attended a Banner training session provided by Joseph Kissell.

Technology in education. I attended the Appalachian College Association's Tech Summit IV. The conference covered numerous topics focused on techniques for integrating technology in the classroom instruction.

Training in undergraduate education. Attended a three-day training seminar in the Seven Principles for good Practice in Undergraduate Education at Fort Hays University.

- (d) List awards/honors (including invitations to speak in your area of expertise) or special recognition In last five years.

Invited Faculty development presentation, speaker, Winona State University.

Winona State University provides faculty development seminars and opportunities to all faculty members. Speakers for these seminars are nationally or locally known researchers and practitioners in the fields of education, teaching, guidance, and counseling. The purpose of these seminars is to improve learning in undergraduate education. My presentation was on Gender Differences in Career Decision Training.

- (e) Indicate any other activities which have contributed to effective teaching.  
(f) List professional books/papers published during the last five years.

Rohrbaugh, C. C. (2005). *Career choice and gender: The impact of gender differences on efforts to aid career decision making*. Presented at the 113<sup>th</sup> Annual Convention of the American Psychological Association in Washington, DC.

Rohrbaugh, C. C. (2000). *Path associative networks and Bayesian belief networks: A career decision support tool*. Poster presented at the Society for Judgment and Decision-Making Conference, new Orleans, LA.

List externally funded research (grants and cont.)

## APPENDIX II Faculty Data

Name Mohamad A. Khalil Rank Professor

Check One:

Full-time X Part-time \_\_\_\_\_ Adjunct \_\_\_\_\_ Graduate Asst. \_\_\_\_\_

Highest Degree Earned PhD Date Degree received May 1988

Conferred by WVU

Area of Specialization \_\_\_\_\_

Professional registration/licensure \_\_\_\_\_ Yrs. of employment at present university 19  
Years of employment in higher education 25 Yrs. of related experience outside higher education 5  
Non-teaching experience 5

To determine compatibility of credentials with assignment:

- (a) List courses you taught this year and those that you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title, and enrollment.

<u>Year/Semester</u>	<u>Course Number &amp; Title</u>		<u>Enrollment</u>
Spring 2005	Mgt. 4409	Quantitative Management	35
	Mktg. 3340	Marketing Research	14
	Bus. 3310	Statistics	80
Fall 2005	Mktg. 3340	Marketing Research	13
	Bus. 3310	Statistics	105
Spring 2006	Mgt. 4409	Quantitative Management	38
	Mktg. 3340	Marketing Research	21
	Bus. 3310	Statistics	99
Fall 2006	Bus. 3310	Statistics	130

- (b) If degree is not in area of current assignment, explain.  
My college degree and qualifications are matching what teach.
- (c) Identify your professional development activities during the past five years.  
In the past five years, I participated and attended several professional business and economics conferences and workshops. The last one was American Society for competitiveness and FACDIS.
- (d) List awards/honors (including invitations to speak in your area of expertise) or special recognition in last five years.  
Cyrus R. Vance Award / Fall 2006
- (e) Indicate any other activities which may have contributed to effective teaching.  
Use of technology in class, use of outside sources in class, handouts, and assignments, use of visual aids. Maintain membership in professional organization.
- (f) List professional books/papers published during the last five years.  
Papers published:  
  
\*Globalization and the Middle East: The Problem and the Promises  
\*Globalization Challenges in the Middle East: Religious Fundamentalism  
\*Economic Sanctions Against Iraq: Human and Economic Costs  
\*Development Patterns of Oil Export Countries
- (g) List externally funded research (grants and contracts) during last five years.  
None

**APPENDIX III**  
**Off-Campus Classes**

**Allied Health Administration  
Off-campus Offerings and Locations**

**Locations:**    **BC** = Barbour County  
                   **BX** = Braxton County  
                   **CL** = Calhoun County  
                   **C** = Clarksburg  
                   **L** = Lewis County  
                   **M** = Morgantown  
                   **P** = Preston County  
                   **O** = Online  
                   **R** = Randolph County  
                   **T** = Taylor County  
                   **U** = Upshur County

<u>Course</u>	<u>Year</u>	<u>Semester</u>	<u>Locations</u>
Allied Health 1106	2006	Fall	C
	2005	Fall	C
Business 3310	2005	Fall	C
	2006	Spring	C
	2006	Fall	C

Psychology 2240	2005	Fall	C
	2006	Fall	C
Information Systems 1100	2005	Fall	BX, C, L, M, O P, R, T
	2006	Spring	BC, O, C, CL, L, M
	2006	Fall	BX, C, L, M, O, P, R, T
	2007	Spring	BC, L, M, O, R
Management 2209	2205	Fall	C, L, M, U
	2006	Spring	BC, C, L, M, R
	2006	Fall	C, BX, L, M
	2007	Spring	BX, C, L
Management 3308	2005	Fall	BC, L
	2006	Spring	C, L, O
	2006	Fall	L, O
	2007	Spring	C, O
Management 3390	2205	Fall	C
	2206	Spring	C
	2006	Fall	C
Accounting 2201	2005	Fall	C, M, R
	2006	Spring	C
	2006	Fall	C, L, M, R
	2007	Spring	C, BX

**APPENDIX IV**  
**Service Courses**

### Allied Health Service Courses

<b>Course</b>	<b>Title</b>	<b>Credits</b>	<b>Majors</b>
AH 1106	Introduction to Pharmacology	3	Nursing
AH 3301	Health Care Organizations	3	Allied Health Administration Elective for Health Careers majors
AH 3341	Death and Dying	3	Elective for Health Careers majors
AH 3372	Legal and Medical Ethics	3	Allied Health Administration

Elective for Health  
Careers majors

**APPENDIX V**  
**Course Enrollment**

**Allied Health Course Enrollment (Upper Division by Head Count)**

<b>Course</b>	<b>Req/Rec</b>	<b>2007 Spring</b>	<b>2006 Fall</b>	<b>2006 Spring</b>	<b>2005 Fall</b>	<b>2005 Spring</b>	<b>2004 Fall</b>	<b>2004 Spring</b>	<b>2002 Fall</b>
AH 1106	Required for Nursing	36	55	38	Not avail	Not avail	Not avail	Not avail	Not avail
AH 3301	Required	Not offered	15	Not offered	Not avail	Not avail	Not avail	Not avail	Not avail
AH 3302	Required	16	Not offered	10	Not avail	Not avail	Not avail	Not avail	Not avail
AH 3341	Recomm.	Not offered	12	Not offered	Not avail	Not avail	Not avail	Not avail	Not avail
AH 3372	Required	16	Not offered	15	Not avail	Not avail	Not avail	Not avail	Not avail
AH 4401	Required	10	Not offered	12	Not avail	Not avail	Not avail	Not avail	Not avail

### Allied Health Course Enrollment (Upper Division by Credits)

Course	Req/Rec	2007 Spring	2006 Fall	2006 Spring	2005 Fall	2005 Spring	2004 Fall	2004 Spring	2002 Fall
AH 1106	Required for Nursing	108	165	114	Not avail	Not avail	Not avail	Not avail	Not avail
AH 3301	Required	Not offered	45	Not offered	Not avail	Not avail	Not avail	Not avail	Not avail
AH 3302	Required	0	Not offered	0	Not avail	Not avail	Not avail	Not avail	Not avail
AH 3341	Recomm.	Not offered	36	Not offered	Not avail	Not avail	Not avail	Not avail	Not avail
AH 3372	Required	48	Not offered	45	Not avail	Not avail	Not avail	Not avail	Not avail
AH 4401	Required	40	Not offered	48	Not avail	Not avail	Not avail	Not avail	Not avail

**APPENDIX VI**  
**Program Enrollment**

### **B.S. in Allied Health Administration Enrollment Profile**

	<b>2006-2007</b>	<b>2005-2006</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>	<b>TOTAL</b>
<b>Applications</b>	13	15	10	12	11	59
<b>Admitted</b>	13	15	10	12	11	59
<b>Enrolled</b>	26	10	14	16	14	79
<b>Total Enrollments</b>	39	25	24	28	25	138
<b>Graduations</b>	10	9	8	11	8	46

There is no separate application to this program. Students must have an associate degree in a health care field to pursue this degree. Students enrolled in the program are non-traditional students. The majority are currently working in a health care field. They pursue the degree one or two courses at a time. It is difficult to monitor numbers of students pursuing the degree because they periodically drop in and out as required by job and family responsibilities. No time limit exists for completion of degree requirements.

**APPENDIX VII**  
**Graduate Survey Summary 2000-2005**

**FAIRMONT STATE UNIVERSITY**  
**School of Nursing and Allied Health Administration**  
**Bachelor of Science in Allied Health Administration**

**Graduate Survey**

We are currently completing a five year program review of the Allied Health Administration program and would really value your input. Please take a few minutes to complete the following survey.

1. What year did you graduate from the Allied Health Administration (AHA) program? (**3 graduates from 2005; 3 graduates from 2004; 2 graduates from 2003; 1 graduate from 2002; 1 graduate from 2001; 1 graduate from 2000**)
2. Your Gender?      **1**   Male      **10**   Female
3. What was your minor? (Associate Degree field)
  - a.           Emergency Medical Services
  - b.      **4**   Health Information Technology
  - c.      **1**   Medical Laboratory Technology
  - d.      **2**   Nursing
  - e.      **1**   Physical Therapy Assistant
  - f.           Respiratory Therapy
  - g.      **3**   Veterinary Technology
  - h.           Other (Please Specify)\_\_\_
4. Did you have work experience in your minor field prior to completing the baccalaureate degree?      **8**   Yes      **3**   No
5. Was your employment      **3**   Full-time?      **5**   Part-time?    NA      **3**
6. Did you work while enrolled in the AHA program?      **10**   Yes      **1**   No  
If Yes, was it      **3**   Full-time?      **7**   Part-time?      **1**   N/A

7. After completing the Bachelor of Science in Allied Health Administration, did you actively seek employment in health care?

8 YES

How long before you accepted a position?

5 0-3 months \_\_\_\_\_ More than 1 year  
\_\_\_\_\_ 4-6 months 3 \_\_\_\_\_ Could not find employment  
\_\_\_\_\_ 7-12 months

3 NO

Please identify a reason:

\_\_\_\_\_ Sought a position in another field  
\_\_\_\_\_ Continued education  
\_\_\_\_\_ Other (Specify) \_\_\_\_\_  
3 Did not change jobs

8. What is your current position title?

**RN, Vet. Tech, Child Care Manager, Personnel Director & DVM  
Liaison, PTA, Director Health Information Management, VP for HR, MLT,  
Exec. Director, Manager**

Supervisor's Name \_\_\_\_\_

Employing Agency:

**Rehab, 6 Hospital, Animal Clinic, Child Care Resource, Vet Hospital, 1 no  
answer**

Address **2 VA, 1 PA, 1 FL, 5 WV, 1 MD, 1 no answer**

9. How would you describe your current position? (Check the most appropriate response)

\_\_\_\_\_ Lower level management/administration  
1 Middle level management/administration  
3 Upper level management/administration  
3 Clinical  
3 Not management/administration  
1 Other (Please specify) **no answer**

10. In what range does your present annual full-time salary fall? (Check one)

\_\_\_\_\_ Less than \$10,000 \_\_\_\_\_ 1 \$40,000 - 44,999  
\_\_\_\_\_ \$10,000 - 14,999 \_\_\_\_\_ \$45,000 - 49,999  
\_\_\_\_\_ \$15,000 - 19,999 \_\_\_\_\_ \$50,000 - 54,999  
2 \$20,000 - 24,999 \_\_\_\_\_ \$55,000 - 59,999  
2 \$25,000 - 29,999 \_\_\_\_\_ 1 \$60,000 - 64,999  
3 \$30,000 - 34,999 \_\_\_\_\_ \$65,000 - 69,999

\_\_\_\_\_ \$35,000 - 39,999

\_\_\_\_\_ **1** \$70,000 or above  
**1 no answer**

11. Required Courses: Please rate the following required courses in the major. If you rate a course as “Excellent(5), Below Average (2), or Poor (1), please include a reason under comments.

**5 = Excellent, 4 = Good, 3 = Average, 2 = Below Average, 1 = Poor**

Course No.	Title	5	4	3	2	1	AVG
ACCT 2201	Principles of Accounting						<u>4.00</u>
MGMT 2209	Principles of Management						<u>3.63</u>
MGMT 3308	Human Resource Management						<u>4.18</u>
MGMT 3390	Human Behavior in Organizations						<u>4.09</u>
BUSN 3310/ PSYCH 3310	Statistics						<u>4.09</u>
AH 301	Health Care Organizations						<u>4.00</u>
AH 302	Management Problems of the Health Care Delivery System						<u>4.09</u>
AH 372	Legal and Medical Ethics						<u>3.63</u>
AH 401	Practicum and Seminar						<u>4.18</u>

**Comments:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

12. From the following list, please select the column that best indicates the frequency you carry out the responsibilities or tasks identified. (check one column for each area)

<u>Often</u>	<u>Seldom</u>	<u>Never</u>	<u>Area of Responsibility</u>
<u>4</u>	<u>3</u>	<u>4</u>	Financial Management
<u>11</u>	<u>0</u>	<u>0</u>	Problem Solving
<u>5</u>	<u>3</u>	<u>3</u>	General Administration
<u>7</u>	<u>1</u>	<u>3</u>	Health Education
<u>4</u>	<u>4</u>	<u>3</u>	Institutional or Organizational Planning
<u>2</u>	<u>2</u>	<u>7</u>	Marketing/Sales
<u>5</u>	<u>3</u>	<u>3</u>	Materials Management
<u>4</u>	<u>4</u>	<u>3</u>	Personnel Management
<u>4</u>	<u>5</u>	<u>2</u>	Quality Assurance
<u>7</u>	<u>1</u>	<u>3</u>	Direct Clinical Practice (i.e. nursing, lab)
<u>6</u>	<u>3</u>	<u>2</u>	Education (staff or client)
<u>6</u>	<u>3</u>	<u>2</u>	Accreditation preparation (compliance with standards)
<u>11</u>	<u>0</u>	<u>0</u>	Verbal and Written Communication

13. **Expected Graduate Outcomes:** Please mark the appropriate box for each graduate outcome based on your level of satisfaction with regard to your ability to perform each outcome. **If you indicate “Dissatisfied” (2), or “Highly Dissatisfied” (1), please include an example or explanation under Comments.**

**5 = Highly Satisfied, 4 = Very Satisfied, 3 = Satisfied, 2 = Dissatisfied, 1 = Highly Dissatisfied**

Graduate Outcome	5	4	3	2	1	N/A	AVG
1. Use effective communication skills	<u>5</u>	<u>3</u>	<u>3</u>				<u>4.18</u>
2. Recognize and analyze how political and social policy impact health care	<u>2</u>	<u>5</u>	<u>4</u>				<u>3.81</u>
3. Employ leadership and management techniques to facilitate the operation of a health care organization.	<u>3</u>	<u>4</u>	<u>4</u>				<u>3.90</u>
4. Apply problem-solving skills in a health care setting.	<u>4</u>	<u>4</u>	<u>3</u>				<u>4.09</u>
5. Practice health care management within an ethical-legal framework.	<u>6</u>	<u>3</u>	<u>1</u>	<u>1</u>			<u>4.27</u>
6. Participate in continuing education activities.	<u>5</u>	<u>2</u>	<u>2</u>		<u>1</u>	<u>1</u>	<u>4.00</u>

**Comments:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

14. Are there any suggestions you would like to make concerning how to improve accomplishment of these outcomes and the quality of the curriculum?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**APPENDIX VIII**  
**Assessment Tools**

**EMPLOYER EVALUATION OF THE AHA GRADUATE**



**CRITERIA FOR EVALUATION  
ORAL PRESENTATION**

Name \_\_\_\_\_ Topic \_\_\_\_\_  
Presented \_\_\_\_\_

<u>Area of Evaluation</u>	<u>Possible Points</u>	<u>Score</u>
<b>1. Uses an Effective Delivery Manner</b> Maintains eye contact Projects enthusiasm and confidence Speaks at an appropriate pace Voice is clearly audible	<b>5</b>	_____
<b>2. Presentation is Organized and Integrated</b> Central theme is evident Ideas flow throughout the presentation Transition between ideas	<b>5</b>	_____
<b>3. Clarity</b> Uses correct words to depict meaning Expresses ideas clearly	<b>5</b>	_____
<b>4. Refers to References and Supportive Data</b>	<b>5</b>	_____
<b>4. Summarizes Major Points</b>	<b>5</b>	_____
<b>Total Points</b>	<b>25</b>	_____

## **AHA PROGRAM PRECEPTOR GUIDELINES**

### **Concept of Practicum Preceptor**

Practicum preceptorship is a mentoring educational strategy during which a relationship develops between the student, clinical preceptor in a health delivery agency, and faculty. The preceptor assists the student in gaining hands-on experience to facilitate that attainment of course, professional, and personal learning objectives.

### **Preceptor Qualifications**

1. The preceptor should have a bachelor's degree or higher. The preceptor must be a manager or administrator with expertise in a health care practice discipline as evidenced by years of experience and/or certification.
2. The preceptor should be a member of a professional organization and/or involved in professional activities within the agency and/or community.
3. The preceptor should have good communication skills, a positive influence on peers and students, and be available to precept for the designated period.

### **Preceptor Responsibilities**

1. The preceptor will orient the student to the agency's physical facilities, policies, and procedures consistent with the role the student will assume.
2. The preceptor will serve as a resource person and role model for the student.
3. The preceptor will collaborate with the student and faculty regarding methods and strategies to meet the student's learning objectives.
4. The preceptor will assess the learning experiences available and arrange for experiences and use of resources.
5. The preceptor will facilitate the student's learning by periodic feedback to the student and faculty regarding practicum performance.
6. The preceptor will communicate with the faculty any concerns and/or problems in relation to the student's role and learning experience.
7. The preceptor will participate in the evaluation of the student and the practicum experience.

**Name of Student** \_\_\_\_\_ **Date** \_\_\_\_\_

**Name of Agency** \_\_\_\_\_

## **BSN PROGRAM**

## GUIDELINES FOR SELECTION OF PRACTICUM SITE

1. Is the agency state approved or accredited by JCAHO? or an appropriate accrediting body? \_\_\_\_\_
2. Are there qualified preceptors available for students? \_\_\_\_\_
3. Will the student be able to satisfy the course objectives through the clinical experience at this agency? \_\_\_\_\_
4. Is there ample working space to accommodate the student? \_\_\_\_\_
5. Are resources available to meet the student's needs? \_\_\_\_\_
6. Are administrative experiences available to the student? \_\_\_\_\_

Agency Health Requirements Met:

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Name and phone number of Clinical Preceptor:

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Faculty Comments:

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## PRECEPTOR EVALUATION

**OF**  
**STUDENT'S PRACTICUM PERFORMANCE**

Preceptor \_\_\_\_\_ Date \_\_\_\_\_

Please use the following scale to evaluate student performance

**0 = Does not exhibit skills;**

**1 = Novice; beginning skills displayed only; ability is basic**

**2 = Advanced beginning; acceptable performance; one step above beginning level**

**3 = Competent; skillful at meeting criteria**

**4 = Proficient; skillful at meeting the criteria in an articulated, integrated flowing manner**

**5 = Expert; mastery of the skills**

1. Student uses effective written communication skills.
2. Student initiates purposeful verbal communication.
3. Student Demonstrates knowledge of the practice discipline.
4. Student possesses technical job skills.
5. Student demonstrates legal, ethical and moral standards.
6. Student accepts responsibility and is accountable.
7. Student demonstrates leadership potential.
8. The student uses critical thinking skills in addressing problems.
9. Student is dependable.
10. Student keeps preceptor informed of progress toward goal.

**SUMMATIVE EVALUATION**  
**Allied Health 401 - Practicum and Seminar**

Please use the following scale for the evaluation.

- Strongly Disagree** = 1  
**Disagree** = 2  
**Agree** = 3  
**Strongly Agree** = 4

1. This course has increased my critical thinking ability.
- 1                      2                      3                      4
2. This course has provided me with information and knowledge that is pertinent to my future career plans.
- 1                      2                      3                      4
3. This course has increased my written and verbal communication skills.
- 1                      2                      3                      4
4. This course has increased my organizational skills.
- 1                      2                      3                      4
5. My leadership and management skills have improved as a result of this course.
- 1                      2                      3                      4
6. Practicum experience will be an asset to me as a graduate.
- 1                      2                      3                      4

**Comments:**

**STUDENT SELF EVALUATION**  
**of**  
**Practicum Performance**

**Please rate your exit competencies using the following scale:**

**0 = Do not possess skills;**

**1 = Novice; beginning skills displayed only; ability is basic**

**2 = Advanced beginning; acceptable performance; one step above beginning level**

**3 = Competent; skillful at meeting criteria**

**4 = Proficient; skillful at meeting the criteria in an articulated, integrated flowing manner**

**5 = Expert; mastery of the skills**

1. Written communication skills
2. Verbal communication skills
3. Knowledge of your practice discipline
4. Technical job skills
5. Legal and ethical responsibilities related to your health care field
6. Responsibility and accountability for assigned work
7. Leadership potential
8. Critical thinking skills
9. Dependability