



FINAL FACULTY SENATE APPROVAL ON MARCH 20, 2018

---

**MEMORANDUM**

---

**TO:** Faculty Senate

**FROM:** Jack Kirby *JK*

**DATE:** March 12, 2018

**SUBJECT:** Curriculum Proposal #17-18-18 REV #1  
Healthcare Management

I recommend approval of the attached Curriculum Proposal 17-18-18 REV #1. This proposal seeks to create a Bachelor of Science in Healthcare Management.

Dr. Christina Lavorata  
Dr. Richard Harvey  
Dr. Ashley Tasker  
Mr. Michael Waide  
Ms. Laura Ransom  
Ms. Cheri Gonzalez



---

**MEMORANDUM**

---

**TO:** Curriculum Committee

**FROM:** Jack Kirby *JK*

**DATE:** December 1, 2017

**SUBJECT:** Curriculum Proposal #17-18-18  
Healthcare Management

I recommend approval of the attached Curriculum Proposal 17-18-18. This proposal seeks to create a Bachelor of Science in Healthcare Management.

Dr. Christina Lavorata  
Dr. Richard Harvey  
Dr. Ashley Tasker  
Mr. Brian Floyd  
Ms. Laura Ransom  
Ms. Cheri Gonzalez

# PREPARING CURRICULUM PROPOSALS

## INSTRUCTIONS

Draft your proposal in accordance with the guidelines below and the format shown on the following pages. Should any item under the several headings not pertain to your proposal, write N/A. **Number the second and subsequent pages of your proposal.**

Supply the preliminary information about the proposal as indicated below:

**PROPOSAL NUMBER:** Leave this space blank. A number will be assigned to the proposal by the Associate Provost.

**SCHOOL:** Enter the name of the College or School (e.g., *Liberal Arts*), Department (e.g., Language and Literature), and Program (e.g., English).

**PREPARER/CONTACT PERSON:** Enter the name of the person who prepared the proposal and his/her telephone extension number.

**COPIES OF MEMOS SENT TO AFFECTED DEPARTMENTS:** Attach these to the back of your proposal.

**LETTERS OF SUPPORT FROM DEANS OF AFFECTED DEPARTMENTS:** If the Curriculum Committee requests these letters, attach them to the back of your proposal.

**DATE SUBMITTED:** The Curriculum Committee meets on the fourth Tuesday of each month. **Proposals are due in the Office of the Associate Provost on or before the second Tuesday of the month.**

**REVISION SUBMISSION DATE:** If changes are required to the original proposal, enter the date the proposal was resubmitted.

**IMPLEMENTATION DATE REQUESTED:** Enter the first day of the semester (or summer term) and year in which the proposed curriculum change(s) would take effect.

**CURRICULUM PROPOSAL** (Submit one hard copy and an electronic copy to the Associate Provost by the second Tuesday of the month.)

**Proposal Number:** \_\_\_\_\_  
**School/Department/Program:** School of Business, B.S. in Healthcare Management  
**Preparer/Contact Person:** Ashley Tasker  
**Telephone Extension:** 4889  
**Date Originally Submitted:** \_\_\_\_\_  
**Revision (Indicate date and label it  
Revision #1, #2, etc.):** \_\_\_\_\_  
**Implementation Date Requested:** Fall 2018

- I. **PROPOSAL.** Write a brief abstract, not exceeding 100 words, which describes the overall content of the proposal.

The intent of this proposal is to request the creation of a B.S. in Healthcare Management. This curriculum proposal is being driven by the change of the Allied Health Administration program from the School of Nursing to the School of Business. The previous program was a 2+2 program, requiring an associate's degree prior to admission into the program. The new proposal is for a full B.S. in Healthcare Management, which is being driven by the industry demands.

- II. **DESCRIPTION OF THE PROPOSAL.** Provide a response for each letter, A-H, and for each Roman Numeral II-V. If any section does not apply to your proposal, reply N/A.

- A. Deletion of course(s) or credit(s) from program(s)
- |   |          |
|---|----------|
| <b>ALLH 3301 Healthcare Organizations</b>                               | <b>3</b> |
| <b>ALLH 3302 Management Problems of the Health Care Delivery System</b> | <b>3</b> |
| <b>ALLH 3372 Legal and Medical Ethics</b>                               | <b>3</b> |

Total hours deleted. 9

- B. Addition of course(s) or credit(s) from program(s)
- HCMG: 2201 U.S. Healthcare Systems**
  - HCMG: 2221 Healthcare Finance**
  - HCMG: 2231 Population Health**
  - HCMG: 3331 Health Information Exchange**
  - HCMG: 3333 Quality Management in a Regulatory Environment**
  - HCMG: 4400 Healthcare Policy**
- \*Email approval of course numbering from the University Registrar is attached, under Appendix D.

Total hours added. 18

C. Provision for interchangeable use of course(s) with program(s)

N/A

D. Revision of course content. Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog.

See Appendix B

E. Other changes to existing courses such as changes to title, course number, and elective or required status.

**Current Prefix and Title: ALLH 4401 Allied Health Practicum and Seminar (required) 4 hours**  
**Proposed Prefix and Title: HCMG 4450 Healthcare Management Capstone (required) 3 hours**

F. Creation of new course(s). For each new course

1. Designate the course number, title, units of credit, prerequisites (if any), ownership (FSU or shared) and specify its status as an elective or required course. If you are creating a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for the course being shared.

See Appendix B

2. Include, as an appendix, a course description, written in complete sentences, suitable for use in the college catalog.

See Appendix B

3. Include, as an appendix, a detailed course outline consisting of at least two levels.

See Appendix C

4. In order to meet the requirements as outlined in Goal One of the Strategic Plan, please include Outcome Competencies and Methods of Assessment as an appendix. Examples are available upon request from the Chair of the Curriculum Committee.

G. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s). **The following table provides a comparison of the current Allied Health Administration program and proposed Healthcare Management program:**

Current Required Courses (34 HRS. total)	Proposed Revisions to Required Courses (72 HRS. total)
BISM 1200- Introduction to Computing BISM 2800- Corporate Communications and Technology BSBA 2201- Principles of Accounting I BSBA 2209- Principles of Management MGMT 3308 – Human Resources Management MGMT 3390 – Organizational Behavior BSBA 3310, PSYC 2240, or MATH 1113- Statistics ALLH 3301- Healthcare Organizations ALLH 3302- Management Problems of the Health Care Delivery System ALLH 3372- Legal and Medical Ethics ALLH 4401- Allied Health Practicum and Seminar	BISM 2200- Business Information Tools BISM 2800- Corporate Communications and Technology BISM 3200- Management Information Systems BSBA 2201- Principles of Accounting I BSBA 2202- Principles of Accounting II BSBA 2204- Principles of Marketing BSBA 2209- Principles of Management BSBA 2211- Principles of Macroeconomics BSBA 2212- Principles of Microeconomics BSBA 2221- Intro to Financial Management BSBA 3306- Business Law I BSBA 3310- Business and Economics Statistics BSBA 3320- International Business BSBA 4415- Strategic Management and Policy BSBA 4420- Business Ethics and Corporate Accountability MGMT 3308 – Human Resources Management MGMT 3390 – Organizational Behavior <b>HCMG: 2201 U.S. Healthcare Systems</b> <b>HCMG: 2221 Healthcare Finance</b> <b>HCMG: 2231 Population Health</b> <b>HCMG: 3331 Health Information Exchange</b> <b>HCMG: 3333 Quality Management in a Regulatory Environment</b> <b>HCMG: 4400 Healthcare Policy</b> <b>HCMG: 4450 Healthcare Management Capstone</b>

The hours needed to complete the degree may be summarized as follows:

**PRESENT PROGRAM:**

Allied Health Administration Required	34 hours
General Studies	36 hours
Free Electives (fulfilled by Associate Degree)	15 hours
<b>Associate Degree Major Credits</b>	<b>35 hours</b>
<b>TOTAL</b>	<b>120 hours</b>

**PROPOSED PROGRAM:**

Business Core	45 hours
Healthcare Management Courses	27 hours
General Studies	33 hours
Free Electives	<u>15 hours</u>
<b>TOTAL</b>	<b>120 hours</b>

H. Describe how this proposal affects the hours needed to complete this program. Specifically, what is the net gain or loss in hours? Use the format for Current and Proposed Programs in Appendix A.

### III. **RATIONALE FOR THE PROPOSAL.**

- A. **Quantitative Assessment:** Indicate the types of assessment data, i.e., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc., that were collected and analyzed to determine that curricular changes were warranted. Quantitative data is preferred.

The Commission on Accreditation of Healthcare Management Education (CAHME) estimates by 2021, health care spending will account for about one-fifth of the U.S. economy, up from one-sixth today, according to a forecast released by the Centers for Medicare and Medicaid Services (CMS). The aging of the baby boomers assures continued steep growth in demand. In the past 10 years, the health care industry provided one-seventh of new jobs in the U.S. In 1998, general managers and top executives constituted 90,000 of the 597,000 holding managerial, administrative, and executive positions in health services. The Bureau of Labor Statistics estimates a need for a 20% increase in health services managers in the next decade and a 30% increase in top executives, or 6,000 health services managers annually and 3,000 top managers.

In inner city urban, rural or struggling health organizations, often a senior or highly skilled clinician is promoted from a patient care role to management. While they have excellent competencies in their given field, they often lack management training and the organizations continue to struggle. Current academic programs in North Central West Virginia are not addressing true leadership skills to meet the challenges of delivery, finance and quality in order that local health services are sustainable. This is pertinent to rural states such as West Virginia, which has limited geographic centers for tertiary care and depends on community hospitals and outpatient services for primary care of an aging and health-challenged population. Therefore, FSU is positioned to establish a Bachelor of Science Degree in Healthcare Management (HCMG). This can be a unique, relevant and cutting edge undergraduate program. A BS in HCMG is consistent with the FSU School of Business mission that is *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.*

#### **Market Analysis and Need:**

Turnover rate for healthcare management is the highest of any field, with the tenure of a hospital executive leader averaging about 3 years. Those in leadership positions must constantly balance acting quickly and decisively in response to urgent business imperatives while taking the time to understand the root cause of an issue, then leading a team through a collaborative approach to implementing the best possible strategy to address the problem (source: DeChant, 2016. AHA Hospitals and Healthcare Networks, retrieved Sept. 2017 from <http://www.hhnmag.com/articles/7905-the-challenges-of-recruiting-top-talent-as-health-care-leaders>).

Today's healthcare executive must have the skills and abilities to keep a workforce open to change, be willing to embrace new strategies, and resolve problems through shared vision and commitment to quality improvement. He or she must be a lifelong learner committed to continuing professional development and education. Thus, this undergraduate program is designed to introduce and attract early careerists into the healthcare administration field. Upon completion of educational activities and gaining competencies, candidates would earn a bachelor's degree in healthcare management, which can be used for direct entry into the health management workforce or continuation in a graduate degree program.

Graduates with a health care management bachelor's degree program can advance to careers as a Medical and Health Service Manager or a Director with a median income of \$50,000-60,000 for entry-level non-clinical positions and \$75,000-80,000 for entry-level clinical managers in most health care settings in West Virginia. Senior administrative salaries are even more competitive and generally require a Master's Degree and

comparable experience. The Bureau of Labor Statistics expects that the job outlook for health care managers will be quite favorable, as is the case for most health care jobs due to the growth of the industry in general. Employment of medical and health services managers is projected to grow 17 percent from 2014 to 2024, much faster than the average for all occupations. As the large baby-boom population ages and people remain active later in life, the healthcare industry as a whole will see an increase in the demand for medical services. Jobs requiring a Master's Degree and higher are expected to grow the fastest, while those requiring a high school diploma will experience the slowest growth over the 2010–20 timeframe. (Bureau of Labor Statistics (BLS). Occupational Outlook Handbook. (Retrieved August 2017 from: <https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm>)

Higher level administrative salaries in this state generally range from \$90,000-110,000 with the top executives (CEOs, CNOs, COOs, Senior VPs at \$150-250,000 with incentives based on financial, quality and strategic outcomes). The median pay from the Bureau of Labor for a health care manager is \$96,540 per year or \$46/hr. For a career ladder in healthcare, a higher degree and experience are required. However, an excellent clinical practitioner may not always have the right skills and abilities to be an excellent clinical administrator. In these cases, academic foundation and preparation provide opportunities for leadership, personal growth and development.

There are few academic institutions in the state that offer bachelor's degrees in HCMG, though these are generally available from online schools such as Southern New Hampshire, Walden, Capella, North Central University, NOVA, Kennedy-Western and University of Phoenix (as a few examples). An option for on campus or school affiliated remote learning can attract West Virginia professionals because of ease of internet based learning combined with on campus seminars. Bachelor's degrees may also be conducive to health professionals seeking higher level academic or public policy positions. Marshall University offers an undergraduate and graduate degree in healthcare management in the Marshall Lewis College of Business. Their bachelor degree program began in 2016.

West Virginia University offers no undergraduate healthcare management degree. They offer a Master's Degree in Public Health (MPH) and a Master's Degree in Public Administration (MPA) with a minor or emphasis in health care, though the classes are limited to philosophy and public policy more than management training. WVU Department of Community Medicine is developing a Doctorate in Public Health (DPH) program; however, the target audience is different and the employment outlook is a bit more conservative with a focus on public health management and research. WVU's College of Business and Economics does not include a specific health management focus, but medical students pursuing an MD may take a step-out year to complete the accelerated MBA (39 credit hours with 9 hours transferred from the medical courses). The MD/PhD Medical Scientist Training Program will prepare candidates for an academic career that combines the practice and teaching of clinical medicine with investigation of mechanisms of disease. The average time to completion for the MD, PhD degree is 7.9 years. (Retrieved August 2017 from: WVU School of Medicine retrieved from: <https://medicine.hsc.wvu.edu/md-admissions/programs/combined-degree-programs/Business>)

Fairmont State University has an opportunity to expand a former allied health administration degree into an innovative bachelor's level program. The program is designed to provide individuals with a comprehensive perspective of the health care environment. The growing complexity and rapid pace of change in the health care system have created an urgent need for professionals who have knowledge and skills in finance, management information systems, strategy and law. Emphasis needs to be placed on a global view of health care with a targeted sector (such as hospitals, nursing homes, etc.) of the industry, as health care is one of the leading employers in the state due to demographics and needs of older adults for care management and younger residents for preventive services (Retrieved August 2017 from: <http://www.FairmontState.edu/cob/graduate/healthcare-administration/>). FSU can also offer courses on-line or at the Caperton Center for non-traditional students from a 13-county region that includes eight community hospitals, a tertiary care facility (WVUH), 13 county health departments, five outpatient nonprofit community health centers, numerous home health agencies, hospices, two regional mental health organizations, etc.



The contiguous states have a number of universities that focus on specific areas of health care, epidemiology, Master's nursing programs geared toward education and independent practice, doctorates in pharmacy and physical therapy, and advanced 'leadership' degrees that are not focused on higher level health systems management. **Thus, Fairmont State University has the unique posturing of housing undergraduate and online programs in one college—and can take a regional leadership role in education in health care management—another first for northcentral West Virginia and the region.**

Participants in the Fairmont State University undergraduate degree in HCMG will have the opportunity for practicum experience with the extensive network of health services organizations in West Virginia and contiguous areas as they will represent array of health care organizations including hospitals, long term care facilities, managed care organizations, rehabilitation entities, public health clinics and state agencies, with an emphasis in rural health care management. In summary, the degree would position Fairmont State University as a center of health entrepreneurship, where participants share and discuss health care innovation, finance, and business acumen to transform systems efficiently going forward to meet the challenges ever-facing quality-oriented delivery of care across the continuum of services.

- B. **Qualitative Assessment:** Based upon the assessment data above, indicate why a curricular change is justified. Indicate the expected results of the change. Be sure to include an estimate of the increased cost, or reduction in cost of implementation. FOR EXAMPLE: Will new faculty, facilities, equipment, or library materials be required?

*The Commission on Accreditation of Healthcare Management Education (CAHME) defines the broad spectrum of healthcare as one of the largest and most essential industry segments in the United States and Canada. This industry primarily depends on government sources for financial solvency, with another large part funded by negotiated contracts versus fee for service or cost-based reimbursement. Because much of community-based services are mandated by federal or state policy, effective management that balances quality outcomes and fiscal responsibility is needed in the industry continuum. This requires professional management and leadership in the following areas:*

- \* *short term acute hospitals (STACH), long term acute care hospitals (LTCH) and rehabilitative hospitals paid under the Prospective Payment System (PPS), Medicare Part A, Medicaid and third-party payors for inpatient care that must be managed effectively to a geometric mean length of stay for sustainability;*
- \* *skilled nursing facilities (paid under Medicare Part A and commercial payors) for lower level care that requires intermediate medical supervision;*
- \* *long-term nursing care/other personal (Medicaid; some commercial payors) that is residential and custodial to a frail or infirm population who cannot be cared for in a private home;*
- \* *physician professional services (paid under Medicare Part B, Medicaid and commercial payors) paid for evaluation and management services provided to patients;*
- \* *outpatient medical/diagnostic/therapeutic care provided by medical corporations or clinics;*
- \* *county and state health departments, mental health, EMS, hospice, home health, and programs directed to special need populations (mothers/infants, infectious disease, etc.);*
- \* *assisted living/elder care independent living facilities;*
- \* *pharmaceutical, durable medical equipment;*
- \* *consulting, government/public policy, and managed care;*
- \* *medical home models/in home medical management.*

- IV. Should this proposal affect any course or program in another school, a memo must be sent to the Dean of each school impacted and a copy of the memo(s) must be included with this proposal. In addition, the Deans of the affected schools must sign below to indicate their notification of this proposal.

By signing here, you are indicating your college's/school's notification of this proposal.

<b>College/School</b>	<b>Dean</b>	<b>Signature</b>

- V. Should this proposal affect any course to be added or deleted from the general studies requirements, a memo from the chair of the General Studies Committee indicating approval of the change must be included with this proposal.
- VI. ADDITIONAL COMMENTS.

## APPENDIX A

### B.S. Degree in Allied Health Administration Current Program

<b>Required Major Courses</b>			<b>HRS</b>
BISM	1200	Introduction to Computing	3
BISM	2800	Corporate Communications & Technology	3
BSBA	2201	Principles of Accounting I	3
BSBA	2209	Principles of Management	3
MGMT	3308	Human Resources Management	3
MGMT	3390	Organizational Behavior	3
BSBA	3310	Business and Economic Statistics	3
Or PSYCH	2240	Or MATH 1113	3
ALLH	3301	Health Care Organizations	3
ALLH	3302	Management Problems of the Health Care Delivery System	3
ALLH	3372	Legal and Medical Ethics	3
ALLH	4401	Allied Health Practicum and Seminar	4
<b>TOTAL Required Major Courses</b>			<b>34</b>
Associate's Degree Major Credits			35
<b>TOTAL HOURS FOR MAJOR (and minor if required)</b>			<b>69</b>

<b>Required General Studies Courses</b>		
Attribute IA – Critical Analysis		3
	ENGL 1102 Written English II	
Attribute IB – Quantitative Literacy		3
	Any course in IB	
Attribute IC – Written Communication		3
	ENGL 1101 Written English I	
Attribute ID - Teamwork		3
	BSBA 2209 Principles of Management	
Attribute IE – Information Literacy		3
	ENGL 1102 Written English II	
Attribute IF – Technology Literacy		3
	BISM 1200 Intro to Computing	
Attribute IG – Oral Communication		3
	COMM 2202 Intro to Communication in World of Work	
Attribute III - Citizenship		3
	Any course in II	
Attribute IV - Ethics		3
	COMM 2202 Intro to Communication in World of Work	
Attribute V - Health		3
	Any course in V	
Attribute VI - Interdisciplinary		3
	Any course in VI	
Attribute VIIA - Arts		3
	Any course in VIIA	
Attribute VIIB - Humanities		3
	Any course in VIIB	
Attribute VIIC – Social Sciences		3

Any course in VIIC	
Attribute VIID - Natural Science	4
Any course in VIID	
Attribute VIII – Cultural Awareness	3
Any course in VII	
<b>TOTAL GENERAL STUDIES HOURS</b>	<b>36</b>
<b>TOTAL FREE ELECTIVES</b>	<b>15</b>
<b>TOTAL HOURS</b>	<b>120</b>

**APPENDIX A**  
 B.S. Degree in Healthcare Management  
 Proposed Program

<b>Required Major Courses</b>			<b>HRS</b>
BISM	2200	Business Information Tools	3
BISM	2800	Corporate Communications and Technology	3
BISM	3200	Management Information Systems	3
BSBA	2201	Principles of Accounting I	3
BSBA	2202	Principles of Accounting II	3
BSBA	2204	Principles of Marketing	3
BSBA	2209	Principles of Management	3
BSBA	2211	Principles of Macroeconomics	3
BSBA	2212	Principles of Microeconomics	3
BSBA	2221	Intro to Financial Management	3
BSBA	3306	Business Law I	3
BSBA	3310	Business and Economics Statistics	3
BSBA	3320	International Business	3
BSBA	4415	Strategic Management and Policy	3
BSBA	4420	Business Ethics and Corporate Accountability	3
MGMT	3308	Human Resources Management	3
MGMT	3390	Organizational Behavior	3
HCMG	3331	Health Information Exchange	3
HCMG	2221	Healthcare Finance	3
HCMG	2231	Population Health	3
HCMG	2201	U.S. Healthcare Systems	3
HCMG	4400	Healthcare Policy	3
HCMG	3333	Quality Management in a Regulatory Environment	3
HCMG	4450	Healthcare Management Capstone	3
<b>TOTAL Required Major Courses</b>			<b>72</b>
<b>TOTAL HOURS FOR MAJOR (and minor if required)</b>			<b>72</b>

<b>Required General Studies Courses</b>	
Outcome 1 – Critical Analysis	<b>X</b>
<b>Major Course- BISM 2200</b>	
Outcome 2 – Quantitative Literacy	3
MATH 1430 or higher in IB	
Outcome 3 – Written Communication	3
ENGL 1101 Written English I	
Outcome 4- Teamwork	<b>X</b>
<b>Major Course – BSBA 2209</b>	
Outcome 5– Information Literacy	3
ENGL 1102 Written English II	
Outcome 6– Technology Literacy	3
<b>BISM 1200 (pre-req for BISM 2200 &amp; 2800)</b>	
Outcome 7– Oral Communication	3
COMM 2200 or 2201 or 2202	
Outcome 8- Citizenship	3
Any course in 8	

Outcome 9- Ethics		X
	<b>Major Course – BSBA 4420</b>	
Outcome 10 – Health & Well-being		2
	PHED 1101	
Outcome 11- Interdisciplinary & Lifelong Learning		3
	Any course in 11	
Outcome 12- Fine Arts		3
	Any course in 12	
Outcome 13- Humanities		3
	Any course in V13	
Outcome 14 – Social Sciences		X
	<b>Major Course- BSBA 2211</b>	
Outcome 15- Natural Science		4
	Any course in 15	
Outcome 16– Cultural Awareness & Human Dignity		X
	<b>Major Course – BSBA 3320</b>	
Additional General Studies hours		X
	<b>Major Course – BISM 2800 Writing Intensive Course</b>	
<b>TOTAL GENERAL STUDIES HOURS</b>		<b>33</b>
<b>TOTAL FREE ELECTIVES</b>		<b>15</b>
<b>TOTAL HOURS</b>		<b>120</b>

## **APPENDIX B**

### **B.S. Degree in Healthcare Management Course Descriptions for Proposed New Courses**

#### **HCMG 2201: U.S. Healthcare Systems**

**COURSE DESCRIPTION:** This course is a survey of the major components that comprise the current U.S. healthcare system. It focuses primarily on historical perspectives, basic terminology describing settings and levels of care, utilization of services, how services are funded, vulnerable populations and future challenges for delivery of coordinated healthcare services. Students will evaluate current trends in management and delivery at various levels of the healthcare continuum from acute care hospital to medical home models. The course includes an understanding of major characteristics of U.S. health care delivery including Managed care and integrated systems, cost, access, and quality. The status and impact of the Affordable Care Act on all parts of the health care delivery system are reviewed.

#### **HCMG 2221: Healthcare Finance**

**COURSE DESCRIPTION:** Financial management challenges are not just the responsibility of a chief financial officer in an organization. It is shared among managers and directors due to the increasingly complex environment of healthcare delivery in the U.S. This course provides an introduction to financial management, operating revenue, managing working capital, tax status, third-party payors and reimbursement methodologies, financial planning and capital budgeting in healthcare organizations. It also provides analysis of current healthcare reform and trends that will affect healthcare organizations in the future.

#### **HCMG 2231: Population Health**

**COURSE DESCRIPTION:** This course provides an overview of health outcomes of geographic populations (communities, countries, etc.) as well as group populations (workforce, schools, ethnic groups, people with disabilities, prisoners, or others categorized by shared traits or issues). The health outcomes of such groups are of relevance to policy makers in both the public and private sectors. Population Health examines a diverse range of environmental, physical and cultural conditions that occur within populations. It considers the outcomes influenced by these conditions and seeks policy or interventions to improve health and minimize health inequities in an efficient and affordable manner.

## **APPENDIX B**

### **B.S. Degree in Healthcare Management Course Descriptions for Proposed New Courses**

#### **HCMG 3331: Health Information Exchange**

**COURSE DESCRIPTION:** This course introduces Health Information Exchange (HIE), the electronic transfer of administrative and clinical information among healthcare organizations. Students examine strategic, organizational, legal, technical, and sociopolitical aspects of HIE initiatives in the U.S. and abroad, including their impact on healthcare quality, safety, efficiency, and financial sustainability. Emphasis will be placed on the organizational demands and healthcare user needs. It is designed to address issues related to the exchange of clinical data across multiple healthcare environments. Special focus is placed on current Federal and State health information technology standards, privacy and security regulations specifically related to the protection of patient information. Students will work in teams to discuss current trends and challenges, best practices for health information systems, and health information standards pertinent to the field of healthcare in order to create an HIE model. Student group work will include a submission of a detailed plan for a regional Health Information Exchange model as well as a PowerPoint or similar presentation summarizing the plan highlights. **Pre-reqs:** HCMG 2201 U.S. Healthcare Systems, HCMG 2221 Healthcare Finance, and HCMG 2231 Population Health

#### **HCMG 4440: Healthcare Policy**

**COURSE DESCRIPTION:** Health Care Policy is designed to provide an introduction to policy issues in healthcare including state and federal roles, the policy process and integration into healthcare systems management. This course explores underlying concepts, critical health policy issues, values and the American political process as they influence policy. Discussion will focus on four substantive areas that form the analytic basis for many of the issues in Health Policy Formulation and Management: need and demand; economics and financing; politics/ethics/law; and quality/effectiveness. **Pre-reqs:** HCMG 2201 U.S. Healthcare Systems, HCMG 2221 Healthcare Finance, and HCMG 2231 Population Health

#### **HCMG 3333: Quality Management in a Regulatory Environment**

**COURSE DESCRIPTION:** Regulation shapes all aspects of America's health care industry, from the flow of tax dollars to the communication between physicians and patients. It is the engine that translates public policy into action. While the health and lives of patients, as well as almost one-sixth of the national economy depend on its effectiveness, health care regulation in America is ever-changing and complex. Government agencies at the federal, state, and local levels direct regulatory oversight of the industry, but other private organizations do so as well. This course focuses on the importance of quality management to achieve compliant regulatory, safety and efficiency goals in healthcare delivery. **Pre-reqs:** HCMG 2201 U.S. Healthcare Systems, HCMG 2221 Healthcare Finance, and HCMG 2231 Population Health



**APPENDIX C**  
**Course Syllabi for New Courses**  
**Fairmont State University School of Business**  
**BS in Healthcare Management**

**MASTER SYLLABUS**

**Course Title:** HEALTH INFORMATION EXCHANGE  
**Credit:** Three hours  
**Semester:** -----  
**Instructor:** -----  
**Contact:** -----  
**Office Hours:** -----

**REQUIRED TEXTBOOK(S):**

Dixon, B. (2016). *Navigating and Managing a Network of Health Information Systems*. Academic Press, **eBook ISBN: 978-0128031506; Paperback ISBN: 978-0128031353**

Scholl, M., Stine, K. (2014). *Security Architecture Design Process for Health Information Exchanges (HIEs)*. CreateSpace Independent Publishing Platform. **ISBN# 978-1496010186**.

**COURSE DESCRIPTION:** This course introduces health information exchange (HIE), the electronic transfer of administrative and clinical information among healthcare organizations. Students examine strategic, organizational, legal, technical, and sociopolitical aspects of HIE initiatives in the U.S. and abroad, including their impact on healthcare quality, safety, efficiency, and financial sustainability. Emphasis will be placed on the organizational demands and healthcare user needs. It is designed to address issues related to the exchange of clinical data across multiple healthcare environments. Special focus is placed on current Federal and State health information technology standards, privacy and security regulations specifically related to the protection of patient information. Students will work in teams to discuss current trends and challenges, best practices for health information systems, and health information standards pertinent to the field of healthcare in order to create an HIE model. Student group work will include a submission of a detailed plan for a regional Health Information Exchange model as well as a PowerPoint or similar presentation summarizing the plan highlights.

**PREREQUISITES OR COREQUISITES:**

- Working knowledge of how to use as well as access to 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 (or interest) in a health care-related field at the Associate's or Bachelor's level.

## STUDENT LEARNING OUTCOMES:

Upon successful completion of the course, the student will be able to:

1. Summarize the history and purpose of an Electronic Health Record (EHR) across the continuum of care.
2. Synthesize issues of Privacy, Security, Confidentiality, and Transparency as it relates to interoperability in a Health Information Exchange (HIE).
3. Identify examples of decision support required for HIE network development.
4. Examine technology for data collection, storage, analysis, and reporting of information
5. Define Meaningful Use criteria.
6. Interpret HIPAA Privacy and Security Rules as they apply to EHR and HIE.
7. Interpret the HITECH Act in relation to EHR and HIE creation.
8. Differentiate between various models for health information exchange
9. Identify challenges and barriers to EHR and HIE implementation and success.
10. Design key operational policies and procedures for health information exchange.
11. Construct principals of assuring data integrity and quality of health information exchange.
12. Summarize the importance of patient privacy and systems security
13. Apply HIE to business plan strategies and governing structures
14. Explore appropriate data protections and security
15. Acquire additional written and communication skills

## GRADING SCALE:

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

## COURSE DELIVERABLES:

2 class discussion boards	3 @ 50 = 150 points
2 written papers	2 @ 150 = 300 points
Midterm and final Exam	2 @ 100 = 200 points
Group manuscript/plan	250 points
PowerPoint presentation	100 points

**EXAMINATIONS:** There are two examinations which occur at mid-terms and during the final week of the class. Generally, these are written, short answer questions and some multiple-choice. Exams must be submitted by posted deadlines.

**WRITTEN ASSIGNMENTS:** All written assignments are required to be in proper APA format following instructions provided. Generally, a written assignment requires at least 8 pages of narrative excluding title page and 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 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.

**GROUP PROJECT:** Students will be automatically assigned to an independent team that will be designing a Regional Health Information Exchange using national DRG discharge data by state to select a regional area for the HIE. Each team will build a business proposal/design for this RHIE that will include a written document of at least 25 pages as well as a 10-12 slide PowerPoint presentation highlighting the goals and purposes of the RHIE. The later would be considered a marketing collateral product that would be used for stakeholder education and recruitment. Each team will designate a chair for the group. Group members are be graded as a team, but the chair will submit individual participation grades evaluating participants on contributions, activity, responsibility, etc. during the course of the project. This is a timed, independent activity monitored by the instructor. Culmination of the effort will include a group presentation to the entire class.

**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. Rubrics are posted in electronic format.

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

Course Outcome	Alignment to Program Learning Goals:	Assessment Measure	Performance Indicator:
1. Summarize the history and purpose of an Electronic Health Record (EHR) across the continuum of care.	<i>PLG 3: Acquire essential management skills needed to understand the policy structure, finance and values of the U.S. healthcare system.</i>	Written assignments, discussion boards, and final paper	A class average of 80 percent or more based on rubric scores.
2. Synthesize issues of Privacy, Security, Confidentiality, and Transparency as it relates to interoperability in a Health Information Exchange (HIE).	<i>PLG 3: Acquire essential management skills needed to understand the policy structure, finance and values of the U.S. healthcare system.</i>	Written assignments, discussion boards, midterm and final exam	A class average of 80 percent or more based on rubric scores and final exam score.
3. Identify examples of decision support required for HIE network development.	<i>PLG 2: Participate in didactic and experiential opportunities that lead to research in educational, professional, or healthcare issues relating to health administration and/or management.</i>	Written assignments, discussion boards and final paper	A class average of 80 percent or more based on rubric scores.
4. Examine technology for data collection, storage, analysis, and reporting of information 5. Define Meaningful Use criteria.	<i>PLG 4: Synthesize and develop effective methods for exemplary professional performance through acquisition of key leadership competencies and innovative practices through course learning and seminars.</i>	Written assignments, discussion boards, midterm and final exam	A class average of 80 percent or more based on rubric scores and final exam score.

<p>6. Interpret HIPAA Privacy and Security Rules as they apply to EHR &amp; HIE.</p> <p>7. Interpret the HITECH Act in relation to EHR and HIE creation.</p>	<p><i>PLG 5: Develop and apply skills in effective communication, analytical, critical thinking, and problem solving necessary for successful administrative and management roles in healthcare facilities.</i></p>	<p>Written assignments, discussion boards</p>	<p>A class average of 80 percent or more based on rubric scores.</p>
<p>8. Differentiate between various models for health information exchange</p> <p>9. Identify challenges and barriers to EHR and HIE implementation and success.</p>	<p><i>PLG 6. Describe/address/identify bioethical, legal-medical and socio-ethical issues in the practice of medicine.</i></p> <p><i>and</i></p> <p><i>PLO 4: Synthesize and develop effect methods for exemplary professional performance through acquisition of key leadership competencies and innovative practices through course learning and seminars.</i></p>	<p>Written assignments, discussion boards, midterm, final exam and group project</p>	<p>A class average of 80 percent or more based on rubric scores and final exam score.</p>
<p>10. Design key operational policies and procedures for health information exchange.</p> <p>11. Construct principals of assuring data integrity and quality of health information exchange.</p> <p>12. Summarize the importance of patient privacy and systems security</p>	<p><i>PLG 1: Acquire competencies to practice as a healthcare managers through completion of a balanced curriculum and quality didactic/experiential instruction.</i></p> <p><i>and</i></p> <p><i>PLG 7: Define effective and dynamic health care management tools and techniques required for planning, strategy, organizing, staffing, leading, change and sustainability.</i></p>	<p>Written assignments, discussion boards, midterm, final exam and group project</p>	<p>A class average of 80 percent or more based on rubric scores and final exam score.</p>
<p>13. Apply HIE to business plan strategies and governing structures</p>	<p><i>PLG 1: Acquire competencies to practice as healthcare executives/managers by offering a balanced curriculum and quality didactic/experiential instruction.</i></p>	<p>Written assignments, discussion boards and group project</p>	<p>A class average of 80 percent or more based on rubric scores.</p>
<p>14. Explore appropriate data protections and security</p>	<p><i>PLO 4: Synthesize and develop effect methods for exemplary professional performance through acquisition of key leadership competencies and innovative practices through course learning and seminars.</i></p>	<p>Written assignments, discussion boards</p>	<p>A class average of 80 percent or more based on rubric scores.</p>

**COURSE OUTLINE:**

1. History and purpose of HIE
  - a. What is a health information exchange
  - b. The 5 stages of the HIE organizational life cycle
  - c. The 5 HIE competency and activity domains
  - d. Meaningful use
  
2. Federal/state standards, privacy and security regulations
  - a. HIPAA
  - b. HITECH Act
  - c. The American Recovery and Reinvestment Act (ARRA)
  - d. Governance models
  
3. Development of data exchanges
  - a. Organizational vision and mission
  - b. Funding and commitment
  - c. Initiation stage
  - d. Formation Stage
  - e. Stakeholder engagement
  - f. Formal organizational governance structure
  
4. HIE technology and safeguards
  - a. Background of privacy requirements
  - b. Privacy implication for policies
  - c. Acceptable use of patient health information (PHI)
  - d. The ‘rights’ of privacy and assurance
  - e. Training staff and providers for use of PHI
  - f. Business Associate Agreements
  
5. HIE Business planning models and governing structures
  - a. Essential HIE services and capabilities
  - b. Security implications
  - c. HIE technical platform
  - d. Implementation plan
  - e. Business and operations management
  - f. Vendor selection/model for technology
  - g. Evaluation and sustainability

**GRADING RUBRIC for DISCUSSION BOARD  
(50 points for each discussion board)**

Criteria	Excellent 20 Points	Good 15 Points	Acceptable 10 Points	Poor 0-5 Points
<b>Participation</b>	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
<b>Content of discussion thread postings</b>	<p>Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts.</p> <p>Posts are correct, reflective and substantive to advance discussion with clear, concise comments in easy to read style. Few if any grammatical errors.</p> <p>Meets 250 word minimum or has at least 15 sentences for each posted topic.</p>	<p>Elaborates on an existing posting with further comment or observation.</p> <p>--or--</p> <p>Posted facts lack full development of concept or thought.</p> <p>Post has less than 250 words or less than 12 sentences for each posted topic.</p>	<p>Numerous errors in grammar and syntax. Posts indicate that less than desired effort was placed into position.</p> <p>Posts shallow contribution to discussion (e.g., agrees or disagrees).</p> <p>--or--</p> <p>Posts repeat others or do not add significantly to discussion.</p> <p>Student did not follow directions for discussion board in all responses.</p> <p>Post has fewer than 100 words (or &lt;6 sentences).</p>	<p>Posts overall are of poor quality with little effort demonstrated. Failure to follow instructions throughout postings.</p> <p>--or--</p> <p>Posts information that is off-topic, incorrect, or irrelevant to discussion.</p> <p>Minimal posting; significant grammar errors and overall poor effort demonstrated.</p> <p>-or- (0 points) Student did not participate.</p>
Criteria	Excellent 10 Points	Good 8 Points	Acceptable 5 Point	Poor 0 Point
<b>References &amp; Support</b> (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)

### Grading Rubric for PowerPoint Presentation (100 Points)

Criteria	Excellent (20)	Above Average (18)	Acceptable (15)	Poor/below standard (10)
<b>Effectiveness</b>	Project includes all material needed to gain a comfortable understanding of the topic.	Project includes most material needed to gain a comfortable understanding of the material but is lacking one or two key elements.	Project is missing more than two key elements.	Project is lacking several key elements and has inaccuracies.
<b>Sequencing of Information and Presentation</b>	Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next slide. Presentation has no misspellings or grammatical errors.	Most information is organized in a clear, logical way. One slide or item of information seems out of place. Presentation has 1-2 misspellings, but no grammatical errors.	Some information is logically sequenced. An occasional slide or item of information seems out of place. Presentation has several grammatical errors and misspellings.	There is no clear plan for the organization of information. Presentation has more than 10 grammatical and/or spelling errors.
<b>Originality</b>	Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Presentation shows an attempt at originality and inventiveness on 1-2 slides.	Presentation is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought.
<b>Use of Graphics</b>	All graphics are attractive (size and colors) and support the theme/content of the presentation.	A few graphics are not attractive but all support the theme/content of the presentation.	All graphics are attractive but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive AND detract from the content of the presentation.
<b>Organization</b>	PowerPoint contains a minimum of required slides. All parts of the task are completed fully and support the theme/content of the presentation.	PowerPoint contains a minimum of required slides. All parts of the task are completed partially and support the theme/content of the presentation.	PowerPoint contains fewer than minimum required, or some slides designed do not support the theme/content of the presentation.	PowerPoint contains fewer than minimum slides and is missing several parts of the task. Slides designed do not support the theme/content of the presentation.

**GENERAL GRADING RUBRIC for WRITTEN ASSIGNMENTS (150 points)**

<b>Criteria</b>	<b>Excellent (50 points)</b>	<b>Good (45 points)</b>	<b>Acceptable (40 points)</b>	<b>Needs improvement (25 points)</b>	<b>Poor (10)</b>
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 makes 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. <b>-or-</b> 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. <b>-or-</b> 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. <b>-or-</b> Failed to follow instruction in a few circumstances. Conclusion is acceptable but needs more clarification or is not readily seen by reader. <b>-or-</b> 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. <b>-or-</b> 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. <b>-or-</b> 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. <b>-or-</b> Failure to following posted instructions. <b>-or-</b> Less than total required pages of narrative. <b>-or-</b> APA style not evident <b>-or-</b> 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. <b>-or-</b> 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. <b>-or-</b> The bibliography is missing some information or has several mistakes in formatted in APA style.  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). <b>-or-</b> 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 <b>-or-</b> 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. Paper presents reasonable analysis and synthesis but not well-verbalized in the text.	Arguments and statements are not consistently pertinent, logical, or supported. 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. Analysis and synthesis lacking. Would be considered poor work needing revision.	Difficult to determine or lacks clarity of purpose.



## GRADING RUBRIC for Final Project (250 points)

Criteria	Excellent (50 points)	Good (45 points)	Fair (30 points)	Needs improvement (25 points)	Poor (20 points)
Grammar, syntax and style	Proper use of style with less than 1 error in format for a proposal. Appropriate grammar and vocabulary are used. No significant errors in sentence structure. The paper is professional looking and of high quality.	Generally appropriate vocabulary is used with several noticeable errors in grammar and composition noted. Too much use of first person in narrative versus being an objective proposal.	Somewhat informative and understandable but there are numerous spelling and grammatical errors. Several errors in format, grammar and composition.	There are multiple errors in grammar, composition, etc. Mostly written in first person. Not compelling as written. Would be considered fair or average work and probably not competitive for funding due to how it is written.	Professional style not evident; Poor sentence structure; Lack of proof reading; Would not be considered appropriate as a funding proposal due to grammar.
Structure and organization of paper	Proper length and structure with minimum pages 6 pages for narrative. Essay is clear, easy to follow, and appropriate to the assignment. There is a logical flow to the topics/arguments. Format includes Cover Letter, Project Summary, Statement of Need, Goals and Objectives, Timeline, Evaluation Plan, Budget and Budget narrative*.	Project is appropriate and fairly well organized. Overall it is informative, complete and understandable but needs some editing. Paper has a few errors. Failed to follow instructions for organization of paper in some instances or has 5 or less pages of narrative. Project generally understood and logical but needs editing.	Project is fairly clear. Inconsistent support for justifying need, budget, etc. Paper organization is lacking or was not proofread.  Did not follow instruction. Conclusion is acceptable but needs more clarification or is not readily seen by reader.	Project unclear and/or inappropriate. Not very informative or understandable or arguments/thesis not supported.  Paper is not well organized. Conclusion doesn't follow from the rest of the paper.	Poorly organized throughout  Failure to following posted instructions.  Less than total required pages of narrative.
Logic, persuasion and delivery	All information presented is pertinent and logical, supported with cited evidence. The key points were stressed – no major points have been left out. Presentation presents well-developed project and would be considered competitive.	Generally, the project is pertinent and logical but not reasonably supported with demonstrated evidence consistently. Timeframe is adequate.	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. Timeframe needs 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. Overuse of first person in text. Timeframe is lacking or not well thought out.	Difficult to determine or lacks clarity of purpose. A reviewer would reject this proposal based on its merit. No timeframe—project not logical.

**APPENDIX C**  
**Course Syllabi for New Courses**

**Fairmont State University School of Business**  
**BS in Healthcare Management**

**MASTER SYLLABUS**

**Course Title:** HEALTHCARE FINANCE  
**Credit:** Three hours  
**Semester:** -----  
**Instructor:** -----  
**Contact:** -----  
**Office Hours:** -----

**REQUIRED TEXTBOOK:**

Michale Nowicki (2017). *Introduction to the Financial Management of Healthcare Organizations, 7<sup>th</sup> edition.* Health Administration Press, Chicago.  
ISBN-13: 978-1-56793-904-0

**COURSE DESCRIPTION:**

Financial management challenges are not just the responsibility of a chief financial officer in an organization. It is shared among managers and directors due to the increasingly complex environment of healthcare delivery in the U.S. This course provides an introduction to financial management, operating revenue, managing working capital, tax status, third-party payors and reimbursement methodologies, financial planning and capital budgeting in healthcare organizations. It also provides analysis of current healthcare reform and trends that will affect healthcare organizations in the future.

**Student Learning Outcomes (SLO):**

Upon successful completion of the course, the student will be able to:

1. Synthesize how financial information is used in the decision-making process
2. Interpret financial environment of health care organizations from a legal and regulatory environment
3. Describe revenue determination from managed care and insurers
4. Compare use of general principles of accounting, financial statements related to cost concepts and decision making
5. Develop operational and capital budgets
6. Interpret Medicare and Medicaid financing for healthcare reimbursement
7. Illustrate economic trends affecting healthcare delivery

8. Summarize basic elements of a healthcare organization's annual budget process
9. Interpret current information on healthcare quality, access and cost

**GRADING SCALE:**

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

**COURSE DELIVERABLES:**

2 class discussion boards	4 @ 50 = 200 points
3 written papers	3 @ 150 = 450 points
Midterm and final Exam	2 @ 100 = 200 points
Final Paper	150 points

**EXAMINATIONS:** There are two examinations which occur at mid-terms and during the final week of the class. Generally these are written, short answer questions and some multiple-choice. Exams must be submitted by posted deadlines.

**WRITTEN ASSIGNMENTS:** All written assignments are required to be in proper APA format following instructions provided. Generally a written assignment requires at least 8 pages of narrative excluding title page and 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 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.

**COURSE OUTLINE:**

1. Fundamentals of financial management in healthcare
  - a. Purpose of Healthcare Financial Management
  - b. Major Objectives of Healthcare Financial Management
  - c. Quality Assessment and Healthcare Financial Management
  - d. Effects of Quality on Profitability
  - e. Value of Healthcare Financial Management
2. Federal/state standards for financial regulations
  - a. Community Benefits and Tax-Exempt Status
  - b. Judicial Challenges to Tax-Exempt Status
  - c. IRS Challenges to Tax-Exempt Status
  - d. Legislative Challenges to Tax-Exempt Status
3. Rate setting, budget forecasting
  - a. History of Third-Party Payment
  - b. Managed Care Organizations and HMOs Contents
  - c. Bad debt and charity care
  - d. Regulatory review for fee increases

4. Federal fraud and abuse initiatives
  - a. State/federal healthcare reform
  - b. Safe harbor
  - c. Prevention of fraud and abuse
  - d. How healthcare pricing is scrutinized
5. Pay for performance initiatives
  - a. Rate settings
  - b. Relative value units
  - c. Reimbursement tied to quality outcomes
6. Scenarios for the Affordable Care Act changes
  - a. Expansion of Medicaid
  - b. Accountable Care Organizations
  - c. Medicare demonstration projects
  - d. Healthcare reform
7. Cost accounting
  - a. Steps in Financial Analysis
  - b. Methods of assembling and allocating costs
  - c. Operating Indicators
  - d. Financial Analysis
8. Strategic financial planning
  - a. Managing revenue cycle
  - b. Accounts receivable management
  - c. Inventory management and performance
  - d. Annual budget forecasting and financial strategy
  - e. Evaluating budget performance

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

Course Outcome	Alignment to Program Learning Goals:	Assessment Measure	Performance Indicator:
15. Synthesize how financial information is used in the decision-making process	<i>PLG 1: Acquire competencies to practice as a healthcare managers through completion of a balanced curriculum and quality didactic/experiential instruction.</i>	Written assignments, discussion boards, and final paper	A class average of 80 percent or more based on rubric scores.
16. Interpret financial environment of health care organizations from a legal and regulatory environment	<i>PLG 2: Participate in didactic and experiential opportunities that lead to research in educational, professional, or healthcare issues relating to health administration and/or management.</i>	Written assignments, discussion boards, midterm and final exam	A class average of 80 percent or more based on rubric scores and final exam score.
17. Describe revenue determination from managed care and insurers	<i>PLG 3: Acquire essential management skills needed to understand the policy structure, finance and values of the U.S. healthcare system.</i>	Written assignments, discussion boards and final paper	A class average of 80 percent or more based on rubric scores.

18. Compare use of general principles of accounting, financial statements related to cost concepts and decision making	<i>PLG 4: Synthesize and develop effective methods for exemplary professional performance through acquisition of key leadership competencies and innovative practices through course learning and seminars.</i>	Written assignments, discussion boards, midterm and final exam	A class average of 80 percent or more based on rubric scores and final exam score.
19. Develop operational and capital budgets	<i>PLG 5: Develop and apply skills in effective communication, analytical, critical thinking, and problem solving necessary for successful administrative and management roles in healthcare facilities.</i>	Written assignments, discussion boards	A class average of 80 percent or more based on rubric scores.
20. Scenarios for the Affordable Care Act changes	<i>PLG 6. Describe/address/identify bioethical, legal-medical and socio-ethical issues in the practice of medicine.</i>	Written assignments, discussion boards, midterm and final exam	A class average of 80 percent or more based on rubric scores and final exam score.
21. Illustrate economic trends affecting healthcare delivery	<i>PLG 7: Define effective and dynamic health care management tools and techniques required for planning, strategy, organizing, staffing, leading, change and sustainability.</i>	Written assignments, discussion boards, midterm and final exam	A class average of 80 percent or more based on rubric scores and final exam score.
22. Summarize basic elements of a healthcare organization's annual budget process	<i>PLG 1: Acquire competencies to practice as healthcare executives/managers by offering a balanced curriculum and quality didactic/experiential instruction.</i>	Written assignments, discussion boards	A class average of 80 percent or more based on rubric scores.
23. Interpret current information on healthcare quality, access and cost	<i>PLO 4: Synthesize and develop effective methods for exemplary professional performance through acquisition of key leadership competencies and innovative practices through course learning and seminars.</i>	Written assignments, discussion boards	A class average of 80 percent or more based on rubric scores.

**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. Rubrics are posted in electronic format.

Rubrics follow this section.

**GRADING RUBRIC for DISCUSSION BOARD**  
(50 points for each discussion board)

Criteria	Excellent 20 Points	Good 15 Points	Acceptable 10 Points	Poor 0-5 Points
<b>Participation</b>	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
<b>Content of discussion thread postings</b>	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
<b>References &amp; Support</b> (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 (150 points)**

<b>Criteria</b>	<b>Excellent (50 points)</b>	<b>Good (45 points)</b>	<b>Acceptable (40 points)</b>	<b>Needs improvement (25 points)</b>	<b>Poor (10)</b>
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 makes 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. <b>-or-</b> 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. <b>-or-</b> 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. <b>-or-</b> Failed to follow instruction in a few circumstances. Conclusion is acceptable but needs more clarification or is not readily seen by reader. <b>-or-</b> 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. <b>-or-</b> 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. <b>-or-</b> 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. <b>-or-</b> Failure to following posted instructions. <b>-or-</b> Less than total required pages of narrative. <b>-or-</b> APA style not evident <b>-or-</b> 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. <b>-or-</b> 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. <b>-or-</b> The bibliography is missing some information or has several mistakes in formatted in APA style.  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). <b>-or-</b> 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 <b>-or-</b> 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. Paper presents reasonable analysis and synthesis but not well-verbalized in the text.	Arguments and statements are not consistently pertinent, logical, or supported. 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. Analysis and synthesis lacking. Would be considered poor work needing revision.	Difficult to determine or lacks clarity of purpose.

**APPENDIX C**  
**Course Syllabi for New Courses**

**Fairmont State University School of Business**  
**BS in Healthcare Management**

**MASTER SYLLABUS**

**Course Title:** HEALTH CARE POLICY  
**Credit:** Three hours  
**Semester:** -----  
**Instructor:** -----  
**Contact:** -----  
**Office Hours:** -----

**REQUIRED TEXTBOOK(S):**

Leiyu Shi (2014). *Introduction to Health Policy*, Health Administration Press, Chicago.  
ISBN-13: 978-1-56793-580-6

**PREREQUISITES OR COREQUISITES:**

- Working knowledge of how to use as well as access to 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 (or interest) in a health care-related field at the Associate's or Bachelor's level.

**COURSE DESCRIPTION:**

Health Care Policy is designed to provide an introduction to policy issues in healthcare including state and federal roles, the policy process and integration into healthcare systems management. This course explores underlying concepts, critical health policy issues, values and the American political process as they influence policy. Discussion will focus on four substantive areas that form the analytic basis for many of the issues in Health Policy Formulation and Management: need and demand; economics and financing; politics/ethics/law; and quality/effectiveness.

**STUDENT LEARNING OUTCOMES:**

Upon successful completion of the course, the student will be able to:



- Explain core components of formulating and executing national or state health policy
- Apply data and demographics used in development and implementation of health care policy
- Describe framework of health determinants of at-risk populations (limited income, elderly, behavioral health, HIV/AIDS, homeless, etc.)
- Give examples of fundamentals of policy analysis and skills needed for analyzing health populations
- Model a position or argument related to current health policy issues
- Synthesize an operational framework for best use of taxpayer dollars
- Identify gaps in health care policy using current research/data base/ program information
- Formulate situations where decisions about issues related to client needs are addressed via policy
- Acquire additional research, leadership and writing skills useful in health policy analysis
- Verbalize models in current health care policy (Patient Protection and Affordable Care Act)
- Recognize the role of chronic illness, longevity and demographics in determining health care policy
- Categorize roles of federal and state governments in policy administration and management

#### **GRADING SCALE:**

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

#### **COURSE DELIVERABLES:**

2 class discussion boards	2 @ 50 = 100 points
3 written papers	3 @ 150 = 450 points
Midterm and final Exam	2 @ 100 = 200 points
Group manuscript/project	150 points
PowerPoint presentation	100 points

**EXAMINATIONS:** There are two examinations which occur at mid-terms and during the final week of the class. Generally these are written, short answer questions and some multiple-choice. Exams must be submitted by posted deadlines.

**WRITTEN ASSIGNMENTS:** All written assignments are required to be in proper APA format following instructions provided. Generally a written assignment requires at least 8 pages of narrative excluding title page and 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 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.

**PROJECT:** Students will study and analyze a major focus of current health policy for special populations (racial/ethnic minorities, low income families, elderly with chronic health issues, women and children, people with HIV/AIDS, mental illness, homeless, etc.). This will include an overview of current health policy research

in an annotated bibliography. Culmination of the effort will include a group presentation to the entire class on the process and context of for federal, state and local policy making based on their selected topic.

**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. Rubrics are posted in electronic format.

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

Course Outcome	Alignment to Program Learning Goals:	Assessment Measure	Performance Indicator:
24. Explain core components of formulating and executing national or state health policy	<i>PLG 1: Acquire competencies to practice as a healthcare managers through completion of a balanced curriculum and quality didactic/experiential instruction.</i>	Written assignments, discussion boards, group project	A class average of 80 percent or more based on rubric scores.
25. Apply data and demographics used in development and implementation of health care policy	<i>PLG 2: Participate in didactic and experiential opportunities that lead to research in educational, professional, or healthcare issues relating to health administration and/or management.</i>	Written assignments, discussion boards, midterm and final exam	A class average of 80 percent or more based on rubric scores and final exam score.
26. Describe framework of health determinants of at-risk populations (limited income, elderly, behavioral health, HIV/AIDS, homeless, etc.)	<i>PLG 3: Acquire essential management skills needed to understand the policy structure, finance and values of the U.S. healthcare system.</i>	Written assignments, discussion boards, group project	A class average of 80 percent or more based on rubric scores.
27. Give examples of fundamentals of policy analysis and skills needed for analyzing health populations	<i>PLG 4: Synthesize and develop effective methods for exemplary professional performance through acquisition of key leadership competencies and innovative practices through course learning and seminars.</i>	Written assignments, discussion boards, midterm and final exam	A class average of 80 percent or more based on rubric scores and final exam score.
28. Model a position or argument related to current health policy issues	<i>PLG 5: Develop and apply skills in effective communication, analytical, critical thinking, and problem solving necessary for successful administrative and management roles in healthcare facilities.</i>	Written assignments, discussion boards, group project	A class average of 80 percent or more based on rubric scores.

29. Synthesize an operational framework for best use of taxpayer dollars	PLG 1: Acquire competencies to practice as healthcare executives/managers by offering a balanced curriculum and quality didactic/experiential instruction.	Written assignments, discussion boards, midterm and final exam	A class average of 80 percent or more based on rubric scores and final exam score.
30. Identify gaps in health care policy using current research/data base/ program information	<i>PLG 7: Define effective and dynamic health care management tools and techniques required for planning, strategy, organizing, staffing, leading, change and sustainability.</i>	Written assignments, discussion boards, group project, midterm and final exam	A class average of 80 percent or more based on rubric scores and final exam score.
31. Formulate situations where decisions about issues related to client needs are addressed via policy	<i>PLG 6. Describe/address/identify bioethical, legal-medical and socio-ethical issues in the practice of medicine.</i>	Written assignments, discussion boards	A class average of 80 percent or more based on rubric scores.
32. Acquire additional research, leadership and writing skills useful in health policy analysis	<i>PLO 4: Synthesize and develop effect methods for exemplary professional performance through acquisition of key leadership competencies and innovative practices through course learning and seminars.</i>	Written assignments, discussion boards	A class average of 80 percent or more based on rubric scores.
33. Verbalize models in current health care policy (Patient Protection and Affordable Care Act)	<i>PLG 7: Define effective and dynamic health care management tools and techniques required for planning, strategy, organizing, staffing, leading, change and sustainability.</i>	Written assignments, discussion boards	A class average of 80 percent or more based on rubric scores.
34. Recognize the role of chronic illness, longevity and demographics in determining health care policy	<i>PLG 6. Describe/address/identify bioethical, legal-medical and socio-ethical issues in the practice of medicine.</i>	Written assignments, discussion boards	A class average of 80 percent or more based on rubric scores.
35. Categorize roles of federal and state governments in policy administration and management	<i>PLG 3: Acquire essential management skills needed to understand the policy structure, finance and values of the U.S. healthcare system.</i>	Written assignments, discussion boards	A class average of 80 percent or more based on rubric scores.

## **COURSE OUTLINE:**

9. History and overview of US Healthcare policy
  - a. Health Defined
  - b. Determinants of Health
  - c. Determinants of Health Policy
  - d. Stakeholders of Health Policy
  - e. Access to care
  
10. Federal/state standards
  - a. The US Political System
  - b. Policymaking Process at the Federal Level
  - c. Attributes of Health Policymaking in the United States
  - d. Role of Interest Groups in US Health Policymaking
  - e. State initiatives and local policies affecting community health
  
11. Economics and financing policy directives
  - a. Health system performance in the US
  - b. Financing US Healthcare
  - c. US Healthcare Delivery
  - d. Policy Issues Related to Healthcare Financing and Delivery
  - e. Defining essential health benefits provided by employers
  
12. Health policy for diverse populations
  - a. Defining Vulnerability
  - b. Health Policy Issues for Diverse Populations
  - c. Health Policy Issues for Vulnerable Subpopulations
  
13. Health policy issues in the US and other countries
  - a. Climate Change and Public Health
  - b. Health Policy Issues in Developed Countries
  - c. Health Policy Issues in Developing Countries
  
14. Health policy research
  - a. Should federal or state governments control policy?
  - b. What is the impact of the False Claims Act?
  - c. Does lack of antitrust lead to too much hospital power?
  - d. What is the future market for independent health practitioners?
  - e. If the future workforce vulnerable in terms of healthcare professionals?
  - f. Context for reform

**Rubrics follow this section.**

**GRADING RUBRIC for DISCUSSION BOARD**  
(50 points for each discussion board)

Criteria	Excellent 20 Points	Good 15 Points	Acceptable 10 Points	Poor 0-5 Points
<b>Participation</b>	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
<b>Content of discussion thread postings</b>	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
<b>References &amp; Support</b> (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)

**Grading Rubric for PowerPoint Presentation  
(100 Points)**

<b>Criteria</b>	<b>Excellent (20)</b>	<b>Above Average (18)</b>	<b>Acceptable (15)</b>	<b>Poor/below standard (10)</b>
<b>Effectiveness</b>	Project includes all material needed to gain a comfortable understanding of the topic.	Project includes most material needed to gain a comfortable understanding of the material but is lacking one or two key elements.	Project is missing more than two key elements.	Project is lacking several key elements and has inaccuracies.
<b>Sequencing of Information and Presentation</b>	Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next slide. Presentation has no misspellings or grammatical errors.	Most information is organized in a clear, logical way. One slide or item of information seems out of place. Presentation has 1-2 misspellings, but no grammatical errors.	Some information is logically sequenced. An occasional slide or item of information seems out of place. Presentation has several grammatical errors and misspellings.	There is no clear plan for the organization of information. Presentation has more than 10 grammatical and/or spelling errors.
<b>Originality</b>	Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Presentation shows an attempt at originality and inventiveness on 1-2 slides.	Presentation is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought.
<b>Use of Graphics</b>	All graphics are attractive (size and colors) and support the theme/content of the presentation.	A few graphics are not attractive but all support the theme/content of the presentation.	All graphics are attractive but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive AND detract from the content of the presentation.
<b>Organization</b>	PowerPoint contains a minimum of required slides. All parts of the task are completed fully and support the theme/content of the presentation.	PowerPoint contains a minimum of required slides. All parts of the task are completed partially and support the theme/content of the presentation.	PowerPoint contains fewer than minimum required, or some slides designed do not support the theme/content of the presentation.	PowerPoint contains fewer than minimum slides and is missing several parts of the task. Slides designed do not support the theme/content of the presentation.

**GENERAL GRADING RUBRIC for WRITTEN ASSIGNMENTS (150 points)**

<b>Criteria</b>	<b>Excellent (50 points)</b>	<b>Good (45 points)</b>	<b>Acceptable (40 points)</b>	<b>Needs improvement (25 points)</b>	<b>Poor (10)</b>
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 makes 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. <b>-or-</b> 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. <b>-or-</b> 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. <b>-or-</b> Failed to follow instruction in a few circumstances. Conclusion is acceptable but needs more clarification or is not readily seen by reader. <b>-or-</b> 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. <b>-or-</b> 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. <b>-or-</b> 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. <b>-or-</b> Failure to following posted instructions. <b>-or-</b> Less than total required pages of narrative. <b>-or-</b> APA style not evident <b>-or-</b> 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. <b>-or-</b> 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. <b>-or-</b> The bibliography is missing some information or has several mistakes in formatted in APA style.  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). <b>-or-</b> 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 <b>-or-</b> 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. Paper presents reasonable analysis and synthesis but not well-verbalized in the text.	Arguments and statements are not consistently pertinent, logical, or supported. 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. Analysis and synthesis lacking. Would be considered poor work needing revision.	Difficult to determine or lacks clarity of purpose.

### GRADING RUBRIC for Final Project (150 points)

Criteria	Excellent (50 points)	Good ( 45 points)	Fair ( 30 points)	Needs improvement (25 points)	Poor (20 points)
Grammar, syntax and style	Proper use of style with less than 1 error in format for a proposal. Appropriate grammar and vocabulary are used. No significant errors in sentence structure. The paper is professional looking and of high quality.	Generally appropriate vocabulary is used with several noticeable errors in grammar and composition noted. Too much use of first person in narrative versus being an objective proposal.	Somewhat informative and understandable but there are numerous spelling and grammatical errors. Several errors in format, grammar and composition.	There are multiple errors in grammar, composition, etc. Mostly written in first person. Not compelling as written. Would be considered fair or average work and probably not competitive for funding due to how it is written.	Professional style not evident; Poor sentence structure; Lack of proof reading; Would not be considered appropriate as a funding proposal due to grammar.
Structure and organization of paper	Proper length and structure with minimum pages 6 pages for narrative. Essay is clear, easy to follow, and appropriate to the assignment. There is a logical flow to the topics/arguments. Format includes Cover Letter, Project Summary, Statement of Need, Goals and Objectives, Timeline, Evaluation Plan, Budget and Budget narrative*.	Project is appropriate and fairly well organized. Overall it is informative, complete and understandable but needs some editing. Paper has a few errors. Failed to follow instructions for organization of paper in some instances or has 5 or less pages of narrative. Project generally understood and logical but needs editing.	Project is fairly clear. Inconsistent support for justifying need, budget, etc. Paper organization is lacking or was not proofread.  Did not follow instruction. Conclusion is acceptable but needs more clarification or is not readily seen by reader.	Project unclear and/or inappropriate. Not very informative or understandable or arguments/thesis not supported.  Paper is not well organized. Conclusion doesn't follow from the rest of the paper.	Poorly organized throughout  Failure to following posted instructions.  Less than total required pages of narrative.
Logic, persuasion and delivery	All information presented is pertinent and logical, supported with cited evidence. The key points were stressed – no major points have been left out. Presentation presents well-developed project and would be considered competitive.	Generally, the project is pertinent and logical but not reasonably supported with demonstrated evidence consistently. Timeframe is adequate.	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. Timeframe needs 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. Overuse of first person in text. Timeframe is lacking or not well thought out.	Difficult to determine or lacks clarity of purpose. A reviewer would reject this proposal based on its merit. No timeframe—project not logical.



**APPENDIX C**  
**Course Syllabi for New Courses**  
**Fairmont State University School of Business**  
**BS in Healthcare Management**

**MASTER SYLLABUS**

**Course Title:** POPULATION HEALTH  
**Credit:** Three hours  
**Semester:** -----  
**Instructor:** -----  
**Contact:** -----  
**Office Hours:** -----

**REQUIRED TEXTBOOK(S):**

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

**PREREQUISITES OR COREQUISITES:**

- Working knowledge of how to use as well as access to 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 (or interest) in a health care-related field at the Associate's or Bachelor's level.

**COURSE DESCRIPTION:**

This course provides an overview of health outcomes of geographic populations (communities, countries, etc.) as well as group populations (workforce, schools, ethnic groups, disabled persons, prisoners, or others categorized by shared traits or issues). The health outcomes of such groups are of relevance to policy makers in both the public and private sectors. Population Health examines a diverse range of environmental, physical and cultural conditions that occur within populations. It considers the outcomes influenced by these conditions and seeks policy or interventions to improve health and minimize health inequities in an efficient and affordable manner.

**STUDENT LEARNING OUTCOMES:**

Upon successful completion of the course, the student will be able to:

1. Apply principles and skills related to epidemiology to understand and address community needs
2. Synthesize information to provide population healthcare management

3. Describe the core functions of public health services
4. Categorize health determinants and their impact
5. Describe methods for assessing the health of a community
6. Define elements of a data-driven approach to population health
7. Interpret applications of managerial epidemiology
8. Formulate efforts to improve health of populations
9. Recognize that health issues facing communities inevitably change over time

**GRADING SCALE:**

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

**COURSE DELIVERABLES:**

3 class discussion boards	3 @ 50 = 150 points
2 written papers	2 @ 150 = 300 points
Midterm and final Exam	2 @ 150 = 300 points
Project (written paper)	150 points
Presentation	100 points

**EXAMINATIONS:** There are two examinations which occur at mid-terms and during the final week of the class. Generally these are written, short answer questions and some multiple-choice. Exams must be submitted by posted deadlines.

**WRITTEN ASSIGNMENTS:** All written assignments are required to be in proper APA format following instructions provided. Generally a written assignment requires at least 8 pages of narrative excluding title page and 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 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.

**PROJECT:** Students will select an aspect of public health management and create a 15 minute Powerpoint presentation based on their individual research. This will include a final written paper of at least 8 pages excluding title page and references written in proper APA format.

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

Course Outcome	Alignment to Program Learning Goals:	Assessment Measure	Performance Indicator:
----------------	--------------------------------------	--------------------	------------------------

36. Apply principles and skills related to epidemiology to understand and address community needs	<i>PLG 3: Acquire essential management skills needed to understand the policy structure, finance and values of the U.S. healthcare system.</i>	Written assignments, discussion boards, and final paper	A class average of 80 percent or more based on rubric scores.
37. Synthesize information to provide population healthcare management	<i>PLG 3: Acquire essential management skills needed to understand the policy structure, finance and values of the U.S. healthcare system.</i>	Written assignments, discussion boards, midterm and final exam	A class average of 80 percent or more based on rubric scores and final exam score.
38. Describe the core functions of public health services	<i>PLG 2: Participate in didactic and experiential opportunities that lead to research in educational, professional, or healthcare issues relating to health administration and/or management.</i>	Written assignments, discussion boards and final paper	A class average of 80 percent or more based on rubric scores.
39. Categorize health determinants and their impact	<i>PLG 4: Synthesize and develop effective methods for exemplary professional performance through acquisition of key leadership competencies and innovative practices through course learning and seminars.</i>	Written assignments, discussion boards, midterm and final exam	A class average of 80 percent or more based on rubric scores and final exam score.
40. Describe methods for assessing the health of a community	<i>PLG 5: Develop and apply skills in effective communication, analytical, critical thinking, and problem solving necessary for successful administrative and management roles in healthcare facilities.</i>	Written assignments, discussion boards	A class average of 80 percent or more based on rubric scores.
41. Define elements of a data-driven approach to population health	<i>PLG 7: Define effective and dynamic health care management tools and techniques required for planning, strategy, organizing, staffing, leading, change and sustainability.</i>	Written assignments, discussion boards, midterm, final exam and group project	A class average of 80 percent or more based on rubric scores and final exam score.
42. Interpret applications of managerial epidemiology	<i>PLG 6. Describe/address/identify bioethical, legal-medical and socio-ethical issues in the practice of medicine.</i>	Written assignments, discussion boards, midterm, final exam and group project	A class average of 80 percent or more based on rubric scores and final exam score.
43. Formulate efforts to improve health of populations	<i>PLG 1: Acquire competencies to practice as healthcare executives/managers by offering a balanced curriculum and quality didactic/experiential instruction.</i>	Written assignments, discussion boards and group project	A class average of 80 percent or more based on rubric scores.
44. Recognize that health issues facing	<i>PLG 2: Participate in didactic and experiential opportunities that lead to research in educational,</i>	Written assignments, discussion boards	A class average of 80 percent or more based on rubric scores.

communities inevitably change over time	<i>professional, or healthcare issues relating to health administration and/or management.</i>		
---	--	--	--

**CONTENT OUTLINE:**

15. History and core functions of public health in the US
  - a. Public Health: Organization and Function
  - b. Basic Science of Public Health
  - c. Descriptive Epidemiology: The Significance of Person, Place, and Time
  
16. Federal/state mandates in population health
  - a. Role of County/State health department
  - b. Routine monitoring and prevention
  - c. Current federal/state initiatives
  
17. Examination of national/state outcome data
  - a. Public Health and Healthcare Data
  - b. Epidemiologic Measures
  - c. Analytic Epidemiology Study Design
  - d. Infectious Disease Epidemiology
  
18. Assessing community health
  - a. Principles of Population Health Management
  - b. Data-Driven Approaches
  - c. IRS requirements for 3 years assessment
  
19. Business planning and governing structures
  - a. Determining feasible approaches to health promotion programming
  - b. Evaluating outcomes
  
20. Population health management
  - a. Public Health and Healthcare Data
  - b. Epidemiologic Measures

**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. Rubrics are posted in electronic format.

**Rubrics follow this section.**

**GRADING RUBRIC for DISCUSSION BOARD**  
(50 points for each discussion board)

Criteria	Excellent 20 Points	Good 15 Points	Acceptable 10 Points	Poor 0-5 Points
<b>Participation</b>	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
<b>Content of discussion thread postings</b>	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
<b>References &amp; Support</b> (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)

**Grading Rubric for PowerPoint Presentation  
(100 Points)**

<b>Criteria</b>	<b>Excellent (20)</b>	<b>Above Average (18)</b>	<b>Acceptable (15)</b>	<b>Poor/below standard (10)</b>
<b>Effectiveness</b>	Project includes all material needed to gain a comfortable understanding of the topic.	Project includes most material needed to gain a comfortable understanding of the material but is lacking one or two key elements.	Project is missing more than two key elements.	Project is lacking several key elements and has inaccuracies.
<b>Sequencing of Information and Presentation</b>	Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next slide. Presentation has no misspellings or grammatical errors.	Most information is organized in a clear, logical way. One slide or item of information seems out of place. Presentation has 1-2 misspellings, but no grammatical errors.	Some information is logically sequenced. An occasional slide or item of information seems out of place. Presentation has several grammatical errors and misspellings.	There is no clear plan for the organization of information. Presentation has more than 10 grammatical and/or spelling errors.
<b>Originality</b>	Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Presentation shows an attempt at originality and inventiveness on 1-2 slides.	Presentation is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought.
<b>Use of Graphics</b>	All graphics are attractive (size and colors) and support the theme/content of the presentation.	A few graphics are not attractive but all support the theme/content of the presentation.	All graphics are attractive but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive AND detract from the content of the presentation.
<b>Organization</b>	PowerPoint contains a minimum of required slides. All parts of the task are completed fully and support the theme/content of the presentation.	PowerPoint contains a minimum of required slides. All parts of the task are completed partially and support the theme/content of the presentation.	PowerPoint contains fewer than minimum required, or some slides designed do not support the theme/content of the presentation.	PowerPoint contains fewer than minimum slides and is missing several parts of the task. Slides designed do not support the theme/content of the presentation.

**GENERAL GRADING RUBRIC for WRITTEN ASSIGNMENTS (150 points)**

<b>Criteria</b>	<b>Excellent (50 points)</b>	<b>Good (45 points)</b>	<b>Acceptable (40 points)</b>	<b>Needs improvement (25 points)</b>	<b>Poor (10)</b>
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 makes 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. <b>-or-</b> 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. <b>-or-</b> 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. <b>-or-</b> Failed to follow instruction in a few circumstances. Conclusion is acceptable but needs more clarification or is not readily seen by reader. <b>-or-</b> 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. <b>-or-</b> 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. <b>-or-</b> 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. <b>-or-</b> Failure to following posted instructions. <b>-or-</b> Less than total required pages of narrative. <b>-or-</b> APA style not evident <b>-or-</b> 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. <b>-or-</b> 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. <b>-or-</b> The bibliography is missing some information or has several mistakes in formatted in APA style.  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). <b>-or-</b> 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 <b>-or-</b> 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. Paper presents reasonable analysis and synthesis but not well-verbalized in the text.	Arguments and statements are not consistently pertinent, logical, or supported. 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. Analysis and synthesis lacking. Would be considered poor work needing revision.	Difficult to determine or lacks clarity of purpose.

### GRADING RUBRIC for Final Project 150 points)

Criteria	Excellent (50 points)	Good ( 45 points)	Fair ( 30 points)	Needs improvement (25 points)	Poor (20 points)
Grammar, syntax and style	Proper use of style with less than 1 error in format for a proposal. Appropriate grammar and vocabulary are used. No significant errors in sentence structure. The paper is professional looking and of high quality.	Generally appropriate vocabulary is used with several noticeable errors in grammar and composition noted. Too much use of first person in narrative versus being an objective proposal.	Somewhat informative and understandable but there are numerous spelling and grammatical errors. Several errors in format, grammar and composition.	There are multiple errors in grammar, composition, etc. Mostly written in first person. Not compelling as written. Would be considered fair or average work and probably not competitive for funding due to how it is written.	Professional style not evident; Poor sentence structure; Lack of proof reading; Would not be considered appropriate as a funding proposal due to grammar.
Structure and organization of paper	Proper length and structure with minimum pages 6 pages for narrative. Essay is clear, easy to follow, and appropriate to the assignment. There is a logical flow to the topics/arguments. Format includes Cover Letter, Project Summary, Statement of Need, Goals and Objectives, Timeline, Evaluation Plan, Budget and Budget narrative*.	Project is appropriate and fairly well organized. Overall it is informative, complete and understandable but needs some editing. Paper has a few errors. Failed to follow instructions for organization of paper in some instances or has 5 or less pages of narrative. Project generally understood and logical but needs editing.	Project is fairly clear. Inconsistent support for justifying need, budget, etc. Paper organization is lacking or was not proofread.  Did not follow instruction. Conclusion is acceptable but needs more clarification or is not readily seen by reader.	Project unclear and/or inappropriate. Not very informative or understandable or arguments/thesis not supported.  Paper is not well organized. Conclusion doesn't follow from the rest of the paper.	Poorly organized throughout  Failure to following posted instructions.  Less than total required pages of narrative.
Logic, persuasion and delivery	All information presented is pertinent and logical, supported with cited evidence. The key points were stressed – no major points have been left out. Presentation presents well-developed project and would be considered competitive.	Generally, the project is pertinent and logical but not reasonably supported with demonstrated evidence consistently. Timeframe is adequate.	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. Timeframe needs 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. Overuse of first person in text. Timeframe is lacking or not well thought out.	Difficult to determine or lacks clarity of purpose. A reviewer would reject this proposal based on its merit. No timeframe—project not logical.



**APPENDIX C**  
**Course Syllabi for New Courses**  
**Fairmont State University School of Business**  
**BS in Healthcare Management**

**MASTER SYLLABUS**

**Course Title:** **QUALITY MANAGEMENT IN A REGULATORY ENVIRONMENT**  
**Credit:** **Three hours**  
**Semester:** -----  
**Instructor:** -----  
**Contact:** -----  
**Office Hours:** -----

**REQUIRED TEXTBOOK(S):**

Patrice L. Spath (2013). *Introduction to Healthcare Quality Management*, 2<sup>nd</sup> Edition. Health Administration Press, Chicago.  
ISBN: 987-1-56793-593-6

**PREREQUISITES OR COREQUISITES:**

- Working knowledge of how to use as well as access to 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 (or interest) in a health care-related field at the Associate's or Bachelor's level.

**COURSE DESCRIPTION:**

Regulation shapes all aspects of America's health care industry, from the flow of tax dollars to the communication between physicians and patients. It is the engine that translates public policy into action. While the health and lives of patients, as well as almost one-sixth of the national economy depend on its effectiveness, health care regulation in America is ever-changing and complex. Government agencies at the federal, state, and local levels direct regulatory oversight of the industry, but other private organizations do so as well. This course focuses on the importance of quality management to achieve compliant regulatory, safety and efficiency goals in healthcare delivery.

**STUDENT LEARNING OUTCOMES:**

Upon successful completion of the course, the student will be able to:

1. Define and describe characteristics most important to healthcare stakeholders, including payers and consumers

2. Interpret regulatory mandates and accreditation standards that influence healthcare quality activities to achieve compliance
3. Categorize compliant techniques for gathering and effectively analyzing healthcare performance measurement data
4. Evaluate new technology-based services that will improve the patient experience
5. Give examples of key tactics and strategies that organizational leaders and improvement project teams must implement to accomplish quality goals
6. Identify methods for redesigning healthcare processes to achieve more reliable performance
7. Illustrate patient safety initiatives that reduce harmful medical errors
8. Formulate resource management activities that improve continuity of care and prevent service over and underuse
9. Synthesize organizational factors that affect quality management and performance reliability.

**GRADING SCALE:**

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

**COURSE DELIVERABLES:**

2 class discussion boards	2 @ 50 = 100 points
4 written papers	4 @ 150 = 600 points
Midterm and final Exam	2 @ 100 = 200 points
Dashboard presentation	100 points

**EXAMINATIONS:** There are two examinations which occur at mid-terms and during the final week of the class. Generally these are written, short answer questions and some multiple-choice. Exams must be submitted by posted deadlines.

**WRITTEN ASSIGNMENTS:** All written assignments are required to be in proper APA format following instructions provided. Generally a written assignment requires at least 8 pages of narrative excluding title page and 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 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.

**STUDENT PRESENTATION:** Students will design and present a dashboard similar to one presented in quality management activities in a healthcare organization (e.g., at a performance improvement committee, a board report, etc.). This will be designed based on a data base assigned for the interpretation of results. This will simulate presentation of data in a real time context.

## **COURSE OUTLINE:**

21. Background and purpose of quality management in healthcare systems
  - a. History of outcome reporting
  - b. Purpose and accountability of reporting
  - c. How effective outcomes lead to financial performance
22. Federal/state standards for quality reporting and pay for performance initiatives
  - a. External factors affecting healthcare delivery
  - b. Quality milestones in industry and healthcare
  - c. Quality management requirements
  - d. HCAPS and federal quality standards for reimbursement
  - e. Impact of legislation on performance
23. Challenges in the regulatory environment for patient safety and prevention of harm
  - a. Measures of clinical decision making
  - b. Improvements in patient health
  - c. Patient engagement in safety
  - d. Public reporting mechanisms
24. Best practice/examination of quality management evaluation strategies
  - a. Selecting measures and characteristics
  - b. Selecting performance measurements
  - c. Constructing measures
  - d. Understanding measure specifications
25. Demand for consumer driven care
  - a. Reliable performance
  - b. Reliability principles
  - c. Reporting outcomes in the public domain
  - d. Use of information available in decision making
26. Performance improvement tools (monitoring and reporting data)
  - a. Quality improvement tools
  - b. Assessment methods and dashboard reporting
  - c. Utilization Management functions
  - d. Determination of appropriate services
- 27. Managing use of human resources**
  - a.** Structure and staffing for quality monitoring
  - b.** Team dynamics
  - c. Reporting and functionality
  - d. Training staff and providers in performance improvement activities
- 28. Achieving reliable quality and safety**
  - a.** Comparing results to expectations
  - b.** Determining actions needed

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

Course Outcome	Alignment to Program Learning Goals:	Assessment Measure	Performance Indicator:
45. Identify and distinguish the role of government in health and medical care	<i>PLG 1: Acquire competencies to practice as a healthcare managers through completion of a balanced curriculum and quality didactic/experiential instruction.</i>	Written assignments, discussion boards	A class average of 80 percent or more based on rubric scores.
46. Define and describe characteristics most important to healthcare stakeholders, including payers and consumers	<i>PLG 2: Participate in didactic and experiential opportunities that lead to research in educational, professional, or healthcare issues relating to health administration and/or management.</i>	Written assignments, discussion boards, dashboard presentation, midterm and final exam	A class average of 80 percent or more based on rubric scores and final exam score.
47. Categorize compliant techniques for gathering and effectively analyzing healthcare performance measurement data	<i>PLG 3: Acquire essential management skills needed to understand the policy structure, finance and values of the U.S. healthcare system.</i>	Written assignments, discussion boards	A class average of 80 percent or more based on rubric scores.
48. Evaluate new technology-based services that will improve the patient experience.	<i>PLG 4: Synthesize and develop effective methods for exemplary professional performance through acquisition of key leadership competencies and innovative practices through course learning and seminars.</i>	Written assignments, discussion boards, midterm and final exam	A class average of 80 percent or more based on rubric scores and final exam score.
49. Describe key tactics and strategies that organizational leaders and improvement project teams must implement to accomplish quality goals	<i>PLG 5: Develop and apply skills in effective communication, analytical, critical thinking, and problem solving necessary for successful administrative and management roles in healthcare facilities.</i>	Written assignments, discussion boards and dashboard presentation	A class average of 80 percent or more based on rubric scores.
50. Illustrate patient safety initiatives that reduce harmful medical errors	<i>PLG 6. Describe/address/identify bioethical, legal-medical and socio-ethical issues in the practice of medicine.</i>	Written assignments, discussion boards, midterm and final exam	A class average of 80 percent or more based on rubric scores and final exam score.

51. Illustrate patient safety initiatives that reduce harmful medical errors	<i>PLG 7: Define effective and dynamic health care management tools and techniques required for planning, strategy, organizing, staffing, leading, change and sustainability.</i>	Written assignments, discussion boards, midterm and final exam	A class average of 80 percent or more based on rubric scores and final exam score.
52. Formulate resource management activities that improve continuity of care and prevent service over and underuse	<i>PLG 1: Acquire competencies to practice as healthcare executives/managers by offering a balanced curriculum and quality didactic/experiential instruction.</i>	Written assignments, discussion boards and dashboard presentation	A class average of 80 percent or more based on rubric scores.
53. Synthesize organizational factors that affect quality management and performance reliability	<i>PLO 4: Synthesize and develop effect methods for exemplary professional performance through acquisition of key leadership competencies and innovative practices through course learning and seminars.</i>	Written assignments, discussion boards	A class average of 80 percent or more based on rubric scores.

**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. Rubrics are posted in electronic format.

**Rubrics follow this section.**

**GRADING RUBRIC for DISCUSSION BOARD**  
(50 points for each discussion board)

Criteria	Excellent 20 Points	Good 15 Points	Acceptable 10 Points	Poor 0-5 Points
<b>Participation</b>	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
<b>Content of discussion thread postings</b>	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
<b>References &amp; Support</b> (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)

**Grading Rubric for Dashboard (PowerPoint) Presentation  
(100 Points)**

<b>Criteria</b>	<b>Excellent (20)</b>	<b>Above Average (18)</b>	<b>Acceptable (15)</b>	<b>Poor/below standard (10)</b>
<b>Effectiveness</b>	Project includes all material needed to gain a comfortable understanding of the topic.	Project includes most material needed to gain a comfortable understanding of the material but is lacking one or two key elements.	Project is missing more than two key elements.	Project is lacking several key elements and has inaccuracies.
<b>Sequencing of Information and Presentation</b>	Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next slide. Presentation has no misspellings or grammatical errors.	Most information is organized in a clear, logical way. One slide or item of information seems out of place. Presentation has 1-2 misspellings, but no grammatical errors.	Some information is logically sequenced. An occasional slide or item of information seems out of place. Presentation has several grammatical errors and misspellings.	There is no clear plan for the organization of information. Presentation has more than 10 grammatical and/or spelling errors.
<b>Originality</b>	Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Presentation shows an attempt at originality and inventiveness on 1-2 slides.	Presentation is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought.
<b>Use of Graphics</b>	All graphics are attractive (size and colors) and support the theme/content of the presentation.	A few graphics are not attractive but all support the theme/content of the presentation.	All graphics are attractive but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive AND detract from the content of the presentation.
<b>Organization</b>	PowerPoint contains a minimum of required slides. All parts of the task are completed fully and support the theme/content of the presentation.	PowerPoint contains a minimum of required slides. All parts of the task are completed partially and support the theme/content of the presentation.	PowerPoint contains fewer than minimum required, or some slides designed do not support the theme/content of the presentation.	PowerPoint contains fewer than minimum slides and is missing several parts of the task. Slides designed do not support the theme/content of the presentation.

**GENERAL GRADING RUBRIC for WRITTEN ASSIGNMENTS (150 points)**

<b>Criteria</b>	<b>Excellent (50 points)</b>	<b>Good (45 points)</b>	<b>Acceptable (40 points)</b>	<b>Needs improvement (25 points)</b>	<b>Poor (10)</b>
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 makes 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. <b>-or-</b> 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. <b>-or-</b> 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. <b>-or-</b> Failed to follow instruction in a few circumstances. Conclusion is acceptable but needs more clarification or is not readily seen by reader. <b>-or-</b> 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. <b>-or-</b> 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. <b>-or-</b> 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. <b>-or-</b> Failure to following posted instructions. <b>-or-</b> Less than total required pages of narrative. <b>-or-</b> APA style not evident <b>-or-</b> 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. <b>-or-</b> 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. <b>-or-</b> The bibliography is missing some information or has several mistakes in formatted in APA style.  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). <b>-or-</b> 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 <b>-or-</b> 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. Paper presents reasonable analysis and synthesis but not well-verbalized in the text.	Arguments and statements are not consistently pertinent, logical, or supported. 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. Analysis and synthesis lacking. Would be considered poor work needing revision.	Difficult to determine or lacks clarity of purpose.



**APPENDIX C**  
**Course Syllabi for New Courses**  
**Fairmont State University School of Business**  
**BS in Healthcare Management**

**MASTER SYLLABUS**

**Course Title:** U. S. HEALTHCARE SYSTEMS  
**Credit:** Three hours  
**Semester:** -----  
**Instructor:** -----  
**Contact:** -----  
**Office Hours:** -----

**REQUIRED TEXTBOOK(S):**

Shi, Leiyu; Singh, Douglas A. (2017). *Essentials of the US Healthcare System*, 4<sup>th</sup> Edition  
Jones and Bartlett Learning.  
ISBN 9781284100556

**COURSE DESCRIPTION:**

This course is a survey of the major components that comprise the current U.S. healthcare system. It focuses primarily on historical perspectives, basic terminology describing settings and levels of care, utilization of services, how services are funded, vulnerable populations and future challenges for delivery of coordinated healthcare services. Students will evaluate current trends in management and delivery at various levels of the healthcare continuum from acute care hospital to medical home models. The course includes an understanding of major characteristics of U.S. health care delivery including Managed care and integrated systems, cost, access, and quality. The status and impact of the Affordable Care Act on all parts of the health care delivery system are reviewed.

**PREREQUISITES OR COREQUISITES:**

- Working knowledge of how to use as well as access to 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 (or interest) in a health care-related field at the Associate's or Bachelor's level.

## STUDENT LEARNING OUTCOMES:

Upon successful completion of the course, the student will be able to:

1. Identify various components of healthcare delivery in the U.S. from acute care services to outpatient care management.
2. Describe the essential components of an effective health services delivery system
3. Compare and contrast the philosophical grounding of market and social justice approaches to current healthcare delivery in terms of legislation and policy
4. Outline the major legislative milestones in the evolutions of the American healthcare system
5. Identify and describe services provided at various levels in healthcare at the local, state and national level
6. Discuss the influence of technology on the delivery of healthcare
7. Identify and describe the major funding mechanisms for health services in the U.S.
8. Analyze the impact of healthcare delivery based upon healthcare reform
9. Read selected articles and current research articles and critique them
10. Attain competency writing in APA format
11. Develop/foster skills working as a team with other members of the class to create and participate in an oral presentation.

## GRADING SCALE:

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

## COURSE DELIVERABLES:

2 class discussion boards	2 @ 50 = 100 points
4 written papers	4 @ 150 = 600 points
Midterm and final Exam	2 @ 100 = 200 points
Group presentation	100 points

**EXAMINATIONS:** There are two examinations which occur at mid-terms and during the final week of the class. Generally these are written, short answer questions and some multiple-choice. Exams must be submitted by posted deadlines.

**WRITTEN ASSIGNMENTS:** All written assignments are required to be in proper APA format following instructions provided. Generally a written assignment requires at least 8 pages of narrative excluding title page and 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 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.

**GROUP PROJECT:** Students will be automatically assigned to an independent team that will be presenting a group project as part of the course requirements. This will involve student collaboration, organization and interaction. Groups will identify a theme from course deliverables and develop a presentation that includes a written report of 8-10 pages and a media presentation (e.g. PPT, etc.) having at least 12 slides that discuss their group findings.

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

Course Outcome	Alignment to Program Learning Goals:	Assessment Measure	Performance Indicator:
54. Identify various components of healthcare delivery in the U.S. from acute care services to outpatient care management	<i>PLG 3: Acquire essential management skills needed to understand the policy structure, finance and values of the U.S. healthcare system.</i>	Written assignments, discussion boards, and final paper	A class average of 80 percent or more based on rubric scores.
55. Describe the essential components of an effective health services delivery system	<i>PLG 3: Acquire essential management skills needed to understand the policy structure, finance and values of the U.S. healthcare system.</i>	Written assignments, discussion boards, midterm, group presentation and final exam	A class average of 80 percent or more based on rubric scores and final exam score.
56. Compare and contrast the philosophical grounding of market and social justice approaches to current healthcare delivery in terms of legislation and policy	<i>PLG 2: Participate in didactic and experiential opportunities that lead to research in educational, professional, or healthcare issues relating to health administration and/or management.</i>	Written assignments, discussion boards and final paper	A class average of 80 percent or more based on rubric scores.
57. Outline the major legislative milestones in the evolutions of the American healthcare system	<i>PLG 4: Synthesize and develop effective methods for exemplary professional performance through acquisition of key leadership competencies and innovative practices through course learning and seminars.</i>	Written assignments, discussion boards, midterm and final exam	A class average of 80 percent or more based on rubric scores and final exam score.
58. Identify and describe services provided at various levels in healthcare at the local, state and national level	<i>PLG 5: Develop and apply skills in effective communication, analytical, critical thinking, and problem solving necessary for successful administrative and management roles in healthcare facilities.</i>	Written assignments, discussion boards	A class average of 80 percent or more based on rubric scores.
59. Discuss the influence of technology on the delivery of healthcare	<i>PLG 6. Describe/address/identify bioethical, legal-medical and socio-ethical issues in the practice of medicine</i>	Written assignments, discussion boards, midterm, final exam and group project	A class average of 80 percent or more based on rubric scores and final exam score.

60. Identify and describe the major funding mechanisms for health services in the U.S.	<i>PLG 7: Define effective and dynamic health care management tools and techniques required for planning, strategy, organizing, staffing, leading, change and sustainability.</i>	Written assignments, discussion boards, midterm, final exam and group project	A class average of 80 percent or more based on rubric scores and final exam score.
61. Analyze the impact of healthcare delivery based upon healthcare reform	<i>PLG 1: Acquire competencies to practice as healthcare executives/managers by offering a balanced curriculum and quality didactic/experiential instruction.</i>	Written assignments, discussion boards and group project	A class average of 80 percent or more based on rubric scores.
62. Read selected articles and current research articles and critique them	<i>PLG 2: Participate in didactic and experiential opportunities that lead to research in educational, professional, or healthcare issues relating to health administration and/or management.</i>	Written assignments, discussion boards, and group project	A class average of 80 percent or more based on rubric scores.
63. Attain competency writing in APA format			
64. Develop/foster skills working as a team with other members of the class to create and participate in an oral presentation.			

**CONTENT OUTLINE:**

29. History of healthcare in the U.S.
  - a. Overview/chronology of healthcare development from 1700s to 20<sup>th</sup> century
  - b. 20<sup>th</sup> Century
  - c. Major characteristic of U.S. Healthcare Delivery in 21<sup>st</sup> century
30. Health Systems overview
  - a. Short term acute care
  - b. Post acute care services
  - c. Outpatient care
  - d. Behavioral health
  - e. Homebased care
  - f. Medical home models
  - g. Palliative services
31. Federal/state policies and initiatives
  - a. Federal funding for health services
  - b. Reimbursement initiatives
  - c. Impact at local level
  - d. Transparency and public reporting requirements

32. Influence of technology on service delivery
  - a. Technology and its effects
  - b. Impact on rural areas
  - c. Growth of telemedicine
  - d. Health information and portability
  
33. Healthcare needs of special populations
  - a. Medicare
  - b. Medicaid
  - c. CHIP
  - d. Opioid epidemic
  
34. Impact of healthcare reform
  - a. Accountable Care Act
  - b. Financial accountability
  - c. Fraud and abuse
  - d. Managed care and integrated services
  - e. Future legislative mandates
  
35. Provision of services within financial models
  - a. Reimbursement models based on level and type of care
  - b. Charity care and community medicine
  - c. Meeting the needs of the population served
  - d. Cost, access and quality

**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. Rubrics are posted in electronic format.

**Rubrics follow this section.**

**GRADING RUBRIC for DISCUSSION BOARD**  
(50 points for each discussion board)

Criteria	Excellent 20 Points	Good 15 Points	Acceptable 10 Points	Poor 0-5 Points
<b>Participation</b>	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
<b>Content of discussion thread postings</b>	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
<b>References &amp; Support</b> (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)

**Grading Rubric for PowerPoint Presentation  
(100 Points)**

<b>Criteria</b>	<b>Excellent (20)</b>	<b>Above Average (18)</b>	<b>Acceptable (15)</b>	<b>Poor/below standard (10)</b>
<b>Effectiveness</b>	Project includes all material needed to gain a comfortable understanding of the topic.	Project includes most material needed to gain a comfortable understanding of the material but is lacking one or two key elements.	Project is missing more than two key elements.	Project is lacking several key elements and has inaccuracies.
<b>Sequencing of Information and Presentation</b>	Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next slide. Presentation has no misspellings or grammatical errors.	Most information is organized in a clear, logical way. One slide or item of information seems out of place. Presentation has 1-2 misspellings, but no grammatical errors.	Some information is logically sequenced. An occasional slide or item of information seems out of place. Presentation has several grammatical errors and misspellings.	There is no clear plan for the organization of information. Presentation has more than 10 grammatical and/or spelling errors.
<b>Originality</b>	Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Presentation shows an attempt at originality and inventiveness on 1-2 slides.	Presentation is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought.
<b>Use of Graphics</b>	All graphics are attractive (size and colors) and support the theme/content of the presentation.	A few graphics are not attractive but all support the theme/content of the presentation.	All graphics are attractive but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive AND detract from the content of the presentation.
<b>Organization</b>	PowerPoint contains a minimum of required slides. All parts of the task are completed fully and support the theme/content of the presentation.	PowerPoint contains a minimum of required slides. All parts of the task are completed partially and support the theme/content of the presentation.	PowerPoint contains fewer than minimum required, or some slides designed do not support the theme/content of the presentation.	PowerPoint contains fewer than minimum slides and is missing several parts of the task. Slides designed do not support the theme/content of the presentation.

**GENERAL GRADING RUBRIC for WRITTEN ASSIGNMENTS (150 points)**

<b>Criteria</b>	<b>Excellent (50 points)</b>	<b>Good (45 points)</b>	<b>Acceptable (40 points)</b>	<b>Needs improvement (25 points)</b>	<b>Poor (10)</b>
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 makes 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. <b>-or-</b> 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. <b>-or-</b> 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. <b>-or-</b> Failed to follow instruction in a few circumstances. Conclusion is acceptable but needs more clarification or is not readily seen by reader. <b>-or-</b> 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. <b>-or-</b> 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. <b>-or-</b> 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. <b>-or-</b> Failure to following posted instructions. <b>-or-</b> Less than total required pages of narrative. <b>-or-</b> APA style not evident <b>-or-</b> 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. <b>-or-</b> 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. <b>-or-</b> The bibliography is missing some information or has several mistakes in formatted in APA style.  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). <b>-or-</b> 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 <b>-or-</b> 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. Paper presents reasonable analysis and synthesis but not well-verbalized in the text.	Arguments and statements are not consistently pertinent, logical, or supported. 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. Analysis and synthesis lacking. Would be considered poor work needing revision.	Difficult to determine or lacks clarity of purpose.



**APPENDIX D**  
**E-mail Approval of Course Numbers from University Registrar**

Tuesday, March 6, 2018 at 10:42:22 AM Eastern Standard Time

---

Subject: RE: Curriculum Proposal # 17-18-18 (Healthcare Management) Date: Tuesday, March 6, 2018 at 8:20:59 AM Eastern Standard Time From: Gonzalez, Cheri  
To: Tasker, Ashley

You are welcome. You do the same ©

HELP US IMPROVE OUR SERVICES. VISIT [HTTPS://WWW.SURVEYMONKEY.COM/JR/F-SU\\_fili\\_SURVEY\\_TO\\_COMPLETE\\_A\\_SATISFACTION\\_SURVEY](https://www.surveymonkey.com/jr/f-sU_fili_SURVEY_TO_COMPLETE_A_SATISFACTION_SURVEY).

Cheri L. Gonzalez  
Interim Registrar  
Fairmont State University  
Pierpont Community & Technical  
College 304-367-4112  
CherVarkonda@fairmontstate.edu

From: Tasker, Ashley  
Sent: Tuesday, March 06, 2018 8:08 AM  
To: Gonzalez, Cheri <Cheri.Varkonda@fairmontstate.edu>  
Subject: Re: Curriculum Proposal # 17-18-18 (Healthcare Management)

Thank you! Have a great day.

On Mar 6, 2018, at 8:07 AM, Gonzalez, Cheri <Cheri.Varkonda@fairmontstate.edu>

wrote: Hi Ashley,

I approve all of the new HCMG course numbers that you listed

below. Cheri

HELP US IMPROVE OUR SERVICES. VISIT [HTTPS://WWW.SURVEYMONKEY.COM/JR/F-SU\\_fili\\_SURVEY\\_TO\\_COMPLETE\\_A\\_SATISFACTION\\_SURVEY](https://www.surveymonkey.com/jr/f-sU_fili_SURVEY_TO_COMPLETE_A_SATISFACTION_SURVEY).

Cheri L. Gonzalez  
Interim Registrar  
Fairmont State University  
Pierpont Community & Technical  
College 304-367-4112  
Cheri.Varkonda@fairmontstate.edu

**From:** Tasker, Ashley  
**Sent:** Monday, March 05, 2018 5:09 PM  
**To:** Gonzalez, Cheri <Cheri.Varkonda@fairmontstate.edu>  
**Subject:** Fwd: Curriculum Proposal # 17-18-18 (Healthcare Management)

Hi, Cheri,

I know you sent an email with the course numbers that I could not use for the new courses, but they have requested the following:

For the new courses, you need to insert the actual approved course numbers. New course numbers must be approved by the Registrar. Additionally, a memo or an email from the Registrar with the course number approvals should be attached to the back of the proposal.

Here are the proposed courses with course numbers. All with HCMG:

2201 US Healthcare Systems  
2221 Healthcare Finance  
2231 Population Health  
3331 Health Information Exchange  
3333 Quality Management in a Regulatory Environment  
4400 Healthcare Policy  
4450 Capstone

Can you provide me with a memo of approval for the above to attach to the proposal? Dr. Kirby is needing this as soon as possible, but you can return to me. Thanks.