



MEMORANDUM

TO: Faculty Senate

FROM: Dr. Susan Ross

DATE: February 25, 2021

SUBJECT: Curriculum Proposal #20-21-24

This concentration creates an opportunity for Healthcare Management (HCMG) majors to earn 12 credits in a Wellness Leadership concentration within existing HCMG's free electives. It provides options for additional courses that are beneficial if the student pursues roles in post-acute or long-term care (LTC) activity programming designed to comply with Patient Rights in LTC delivery. This concentration does not require any new courses but provides recommended courses already offered within the School of Health, Education and Human Performance. These courses expand the quality and depth of their undergraduate healthcare management training with a focus on working with groups, and role of nutrition and fitness in special populations.

cc: Richard Stephens
Lori Schoonmaker
Stephanie Gabor
Laura Ransom
Raymond Alvarez

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 Executive Director of Academic Programs.

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 Executive Director of Academic Programs 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 electronic copy to the Executive Director of Academic Programs by the second Tuesday of the month.)

Proposal Number: #20-21-24
School/Department/Program: School of Business and Aviation
Preparer/Contact Person: Dr. Raymond Alvarez
Title of Degree Program BS in Healthcare Management
Telephone Extension: Ext. 4889
Date Originally Submitted:
**Revision (Indicate date and label it
Revision #1, #2, etc.):**
Implementation Date Requested: September, 2021

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

This concentration creates an opportunity for Healthcare Management (HCMG) majors to earn 12 credits in a Wellness Leadership concentration within existing HCMG's free electives. It provides options for additional courses that are beneficial if the student pursues roles in post-acute or long-term care (LTC) activity programming designed to comply with Patient Rights in LTC delivery. This concentration does not require any new courses but provides recommended courses already offered within the School of Health, Education and Human Performance. These courses expand the quality and depth of their undergraduate healthcare management training with a focus on working with groups, and role of nutrition and fitness in special populations.

- 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) Total hours deleted: 12

B. Addition of course(s) or credit(s) from program(s) Total hours added: 12

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

Requirement for free electives is exchanged to a series of required electives.

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

N/A

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

See Appendix A and B

- F. **Creating a New Course(s)** information (if applicable). For each new course complete the following:

1. **Course Catalog Information: *Not Applicable***

a. Course prefix (subject area) and number:	
b. Course title:	
c. Course term(s) (e.g., Fall, Summer only):	
d. Credit hours/Variable credit:	
e. Repeatability (number of repeat credit hours):	
f. Prerequisite/Corequisites/Restrictions/Cross-listings: If none, simply indicate with N/A (Not Applicable):	
g. Co-requisite (include subject prefix and course number):	
h. Cross-listings (e.g., PSYC 2230 and SOCY 2230):	
i. Grade Type: Indicate whether students will be assigned a standard A-F final grade or Credit/No Credit (CR/NCF) grade:	
j. Required Course or Elective Course:	
k. Course Fees (Indicate amount):	

2. If this is a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for course being shared.

3. **New Course Supplemental/Supporting Documentation:**

- a. **Course Catalog Description:** Include, as an appendix, a course catalog description written in complement sentences that will be published in the university catalog. The word length for a catalog description should be less than 80 words. Do not include any prerequisites, corequisites or any other restrictions in the description. **Not Applicable**
- b. **Course Learning Outcomes (CLO's):** These should be stated in terms of what new knowledge and/or skills students should be able to demonstrate upon successful completion of the course. Present course learning outcomes as a bulleted list predicated with "Upon successful completion of this course, students should be able to..." **Not Applicable**
- c. **Course Outline:** Attach a course outline consisting of at least two levels. **Not Applicable**
- d. **Assessments:** Describe generally how student's achievement of the course learning outcomes will be assessed. **Not Applicable**

- G. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s).

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.

There is no net gain or loss. **See Appendix A and B.**

Proposed changes: This proposal provides an optional structured elective concentration versus allowing a student to have choice of free electives.

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.

All WV colleges and universities were assessed to determine whether comparable concentration existed within a BS degree. For the purpose of this application, a review of all WV public and private institutions for similar course specializations is tabulated below.

Institution	Similar Course Specializations/Minors	Similar to what is proposed by SOBA?
Alderson Broaddus College	Offers a minor in healthcare administration in the School of Business without a health promotion concentration.	No
Bethany College	None	N/A
Bluefield State College	Offers a minor in health services management minor within the School of Business for 12 hours but not wellness leadership orientation.	N/A
University of Charleston	The university offers a Public Health Degree, Exercise Science, Psychology and Communication. The Exercise Science program leads toward specific certifications. There is no healthcare management concentration, but it does off EXER 3300 (Special Populations). The Public Health Degree has no direct healthcare management concentration nor specialization in wellness leadership.	No
Concord University	Offers undergraduate degrees in Health Promotion, Wellness and Sports Medicine. No concentrations found in post-acute management or wellness focus.	No
Davis & Elkins College	Offers only an associate degree in business without healthcare emphasis.	N/A
Glennville State College	Offers a bachelor's degree in Health Promotion and Exercise Science, but no focus in wellness leadership.	N/A
Marshall University	Offers a bachelor's in Business Administration degree in Health Management as well as a BS in Health Sciences that is disciplinary among health training programs. There is no direct concentration in long term care management.	The BBA in health management is comparable to our HCMG degree but with fewer courses specific to

	The BS in Social Work does not have a specific health promotion concentration.	healthcare compared to Fairmont State.
Ohio Valley University	Offers a bachelor's degree in Business Administration. No health management concentration.	N/A
West Liberty	Offers a healthcare management degree but there are no courses on post-acute care management, but student can take 1 free elective and 11 hours required business minor. No electives address wellness leadership.	No
West Virginia State University	Offers an online BS in Healthcare Management but there is no similar concentration.	No
WVU Parkersburg	No similar BS in healthcare management.	N/A
WVU Morgantown	Offers a minor in Gerontology that is oriented to social work. The College of Media (formerly School of Journalism) offers a minor in health promotion. The School of Public Health offers two BS programs: Public Health Overview and Health Services Management and Leadership. Both are oriented to population health management versus having concentrations in wellness leadership.	No.
WV Institute of Technology	Offers a bachelor's degree in Health Service Management and has one course in Long Term Care Management (HUMS 440) but without any post-acute concentration or wellness focus.	No.
Wheeling University	Offers certificate program for health services management without similar emphasis.	N/A

No similar concentration was found.

- 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?

Entry into the post-acute care field has non-clinical positions in admission counseling and activity management. Activity management activities management fall with the Center for Medicare & Medicaid Services conditions of participation (COP) for facility licensure. An Activity Coordinator develops and plans activities, outings and events for residents. They are responsible for developing programs, staffing the events and overseeing the implementation of activities, including working with Patient/Family Councils (another COP). Activity Coordinators generally report to an activity director or community manager. They may oversee volunteers or other staff during events. The Bureau of Labor Statistics has predicted a job growth of 10 percent through 2024 for the category Recreation Workers, which Activity Coordinators fall under. This will add about 38,900 jobs to this growing job sector. The entry level can also provide a career ladder opportunity to explore long term care administration and management, marketing and quality outcome assessment.

By 2030, the U.S. Census bureau projects that all Baby Boomers will be older than age 65. This will expand the size of the older population so that one out of every five residents will be retirement age. Of this number, the Kaiser Family Foundation estimates that 20 percent of those persons over 65 will be in some form of supervised care: skilled/intermediate care, medical home, long term care, assisted living, etc.

The addition of this concentration adds to the marketability of the HCMG program. No facilities, additional faculty or resources are needed because the specialized concentration

courses proposed are currently being taught by School of Health, Education and Human Performance faculty with capacity to add students. It also provides awareness of post-acute delivery and may encourage the student to pursue graduate training at Fairmont State that leads to a nursing home administrator's license.

IV. APPROVAL

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.

College/School	Dean	Signature
Email notification on 2/11	Dr. Amanda Metcalf	<i>Amanda Metcalf</i>
Email notification on 2/23	Dr. Chris Kast	

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.

This concentration is a collaborative effort for HCMG with guidance and support by the Fairmont State School Health and Human Performance Program. It also expands marketability of the undergraduate degree. Jan Kiger advised options for PHED courses to align with concentration.

The department is in the process of designing a future course (PHED 3XXX) entitled "Exercise and Health Aging." When this is approved, a request to add it to the options under this concentration will be submitted. This is mentioned here to show that future collaborative efforts in the areas of geriatric health and wellness will be considered appropriate for this concentration.

APPENDIX A
B.S. Degree in Healthcare Management

Degree Requirements

Core Curriculum Courses		
For students in this major, list the courses satisfy both core curriculum and major requirements.		
Course Prefix & Number	Course Name	Credit Hours
BSBA 1100	Business Onboarding (recommended to satisfy Core Curriculum #1 First Year Seminar)*	3
BISM 1200	Introduction to Computing (satisfies Core Curriculum #11 Personal Development)	3
MATH 1530 or 1430 w/lab	College Algebra or Higher (satisfies Core Curriculum #5 Basic Skills)	3-4
BSBA 2211	Principles of Macroeconomics (satisfies Core Curriculum #9 Social Science)	3

*recommended course for HCMG majors; students may opt to take any of the courses in the approved **Core Curriculum #1**

Required Major Courses (75 credit hours)		
Course Prefix & Number	Course Name	Credit Hours
BISM 1200	Introduction to Computing	3
BSBA 2220	Fundamentals of Accounting	3
BSBA 2204	Principles of Marketing	3
BSBA 2209	Principles of Management	3
BSBA 2211	Principles of Macroeconomics (satisfies Core Curriculum #9 Social Science)	3
BSBA 2212	Principles of Microeconomics (<i>Pre-requisite BSBA 2211</i>)	3
BSBA 2221	Introduction to Financial Management (<i>Pre-req BSBA 2220</i>)	3
BSBA 3306	Business Law I	3
BSBA 3310	Business and Economics Statistics (<i>Pre-req MATH 1530 or higher</i>)	3
BISM 3300	Information Systems and Data Analytics for Leaders (replaces BSBA 3321 International Business)	3
BSBA 4415	Strategic Management & Policy (<i>Pre-reqs BSBA 3310, BSBA 3320, BISM 3200</i>)	3
BSBA 4420	Business Ethics and Corporate Responsibility (<i>Pre-req BSBA 3320, BISM 3200</i>)	3
BISM 1500	Business Information Tools (<i>Pre-req Math + BISM 1200</i>) [formerly BISM 2200]	3
BSBA 2800	Business & Digital Communications (<i>Pre-reqs BISM 1200 & ENGL 1102*</i>) [formerly BISM 2800 Corp. Comm.]	3
BISM 2000	Management Information Systems (<i>Pre-req BISM 2200</i>) [formerly BISM 3200]	3
MGMT 3308	Human Resources Management (<i>Pre-req BSBA 2209</i>)	3
MGMT 3390	Organizational Behavior (<i>Pre-req BSBA 2209 & BISM 2800</i>)	3

HCMG 2201	U.S. Healthcare Systems	3
HCMG 2221	Healthcare Finance	3
HCMG 2231	Population Health	3
HCMG 3331	Health Information Exchange (PR: HCMG2201, HCMG2221, HCMG2231)	3
HCMG 3333	Quality Management in a Regulatory Environment (PR: 2000 level courses)	3
HCMG 4000	Managing the Post-Acute Healthcare Continuum (PR: 2000 level courses)	3
HCMG 4400	Healthcare Policy (PR: HCMG2201, HCMG2221, HCMG2231)	3
HCMG 4450	Healthcare Management Capstone (senior status)	3

Major Elective Courses (15 Credit hours) – free electives of student choice		
Course Prefix & Number	Course Name	Credit Hours

Total Core Curriculum Hours	33
Total Pre-Major	0
Total Required Major Courses	75
Total Electives (If applicable)	
Total Free Electives	12
TOTAL CREDIT HOURS	120

APPENDIX B
B.S. Degree in Healthcare Management
Proposed Concentration in Wellness Leadership

Degree Requirements

Core Curriculum Courses		
For students in this major, list the courses satisfy both core curriculum and major requirements.		
Course Prefix & Number	Course Name	Credit Hours
BSBA 1100	Business Onboarding (recommended to satisfy Core Curriculum #1 First Year Seminar)*	3
BISM 1200	Introduction to Computing (satisfies Core Curriculum #11 Personal Development)	3
MATH 1530 or 1430 w/lab	College Algebra or Higher (satisfies Core Curriculum #5 Basic Skills)	3-4
BSBA 2211	Principles of Macroeconomics (satisfies Core Curriculum #9 Social Science)	3

*recommended course for HCMG majors; students may opt to take any of the courses in the approved Core Curriculum #1

Required Major Courses (75 credits)		
Course Prefix & Number	Course Name	Credit Hours
BISM 1200	Introduction to Computing	3
BSBA 2220	Fundamentals of Accounting	3
BSBA 2204	Principles of Marketing	3
BSBA 2209	Principles of Management	3
BSBA 2211	Principles of Macroeconomics (satisfies Core Curriculum #9 Social Science)	3
BSBA 2212	Principles of Microeconomics (<i>Pre-req BSBA 2211</i>)	3
BSBA 2221	Introduction to Financial Management (<i>Pre-req BSBA 2220</i>)	3
BSBA 3306	Business Law I	3
BSBA 3310	Business and Economics Statistics (<i>Pre-req MATH 1530 or higher</i>)	3
BISM 3300	Information Systems and Data Analytics for Leaders	3
BSBA 4415	Strategic Management & Policy (<i>Pre-reqs BSBA 3310, BSBA 3320, BISM 3200</i>)	3
BSBA 4420	Business Ethics and Corporate Responsibility (<i>Pre-req BSBA 3320, BISM 3200</i>)	3
BISM 1500	Business Information Tools (<i>Pre-req Math + BISM 1200</i>) [formerly BISM 2200]	3
BSBA 2800	Business & Digital Communications (<i>Pre-reqs BISM 1200 & ENGL 1102*</i>) [formerly BISM 2800 Corp. Comm.]	3
BISM 2000	Management Information Systems (<i>Pre-req BISM 2200</i>) [formerly BISM 3200]	3
MGMT 3308	Human Resources Management (<i>Pre-req BSBA 2209</i>)	3
MGMT 3390	Organizational Behavior (<i>Pre-req BSBA 2209 & BISM 2800</i>)	3
HCMG 2201	U.S. Healthcare Systems	3
HCMG 2221	Healthcare Finance	3

HCMG 2231	Population Health	3
HCMG 3331	Health Information Exchange (PR: HCMG2201, HCMG2221, HCMG2231)	3
HCMG 3333	Quality Management in a Regulatory Environment (PR: 2000 level courses)	3
HCMG 4000	Managing the Post-Acute Healthcare Continuum (PR: 2000 level courses)	3
HCMG 4400	Healthcare Policy (PR: HCMG2201, HCMG2221, HCMG2231)	3
HCMT 4450	Healthcare Management Capstone (senior status)	3

Concentration Courses (12 Credit Hours): Students can select 4 of the following		
Course Prefix & Number	Course Name	Credit Hours
PHED 2240	Outdoor Leisure Activities	2
NUTR 1110	Nutrition	3
NUTR 2220	Nutrition Therapy (pre-req NUTR 1110)	3
RECR 2220	Program Planning and Organization	3
RECR 3330	Group Leadership	3

Total Core Curriculum Hours	33
Total Pre-Major	0
Total Required Major Courses	75
Total Concentration Electives	12
Total Free Electives	0
TOTAL CREDIT HOURS	120

Appendix C

Electronic letter of support

From: Metcalf, Amanda <ametcalf1@fairmontstate.edu>
Sent: Thursday, February 18, 2021 12:34 AM
To: Alvarez, Manuel <Raymond.Alvarez@fairmontstate.edu>
Cc: Kiger, Jan <jkiger1@fairmontstate.edu>
Subject: RE: Proposed

Hi, Raymond,

Thank you for your patience in responding.

I think this is a wonderful idea for a concentration area within Healthcare Management! I believe the courses you and Jan have outlined will be beneficial to those students pursuing this degree concentration. It does not surprise me that you found Jan helpful in this process, she is good/easy to work with.

Just in case there are any changes made that I need to be made aware of following your meeting on Friday, I held off on signing the document. I will be glad to sign the proposal when you are ready for my signature. Just let me know when that is.

Take care,
Amanda

Amanda Metcalf, Ph.D.

Dean, School of Education, Health & Human Performance
Fairmont State University
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1201 Locust Avenue | Fairmont, WV | 26554

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Amanda.Metcalf@fairmontstate.edu

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#SoarFalcons



From: Alvarez, Manuel
Sent: Thursday, February 11, 2021 4:08 PM
To: Metcalf, Amanda <ametcalf1@fairmontstate.edu>
Cc: Kiger, Jan <jkiger1@fairmontstate.edu>
Subject: Proposed

Hello, Dr. Metcalf. Jan Kiger was very gracious in helping me come up with a concentration in our BS Healthcare Management program. I want to create a concentration in Wellness Leadership.

Basically, here are the courses I want to add as recommended electives for this concentration (from Appendix B of the curriculum proposal):

Major Elective Courses (12 Credit Hours) – 4 of the following are required for this concentration:		
Course Prefix & Number	Course Name	Credit Hours
PHED 2240	Outdoor Leisure Activities	2
NUTR 1110	Nutrition	3
NUTR 2220	Nutrition Therapy (pre-req NUTR 1110)	3
RECR 2220	Program Planning and Organization	3
RECR 3330	Group Leadership	3
PHED 3XXX	Exercise and Healthy Aging	3

I've attached the complete proposal. We do plan to review it at our Faculty meeting next Friday and Dr. Oxley sending it to Dr. Ross most likely that afternoon.

Do you see any objections? I don't foresee this being a large number of students, but each year, I have 2 or 3 that are interested in post-acute care management and really, this actually complements the program.

Thanks in advance for any concerns, criticisms (my favorite: "spelling error on page 4"), etc. I do have to give a big shout out to Jan who was incredibly helpful when I made my pitch.

Dr. M. Raymond Alvarez, DHA, MPA, FACHE

Professor, Healthcare Management Program

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