



**Florida Atlantic University  
2013-14 Academic Program Review  
Self-Study Report**

Program:	Health Administration
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**Health Administration (Program CIP: 51.0701, Bachelors and Masters)**

**Mission and Purpose of the Health Administration Program**

Bachelor of Health Services (BHS)

Students will:

1. Demonstrate management knowledge about the industrial organization, management, financing, environmental, and political context of the health care industry. They will possess knowledge of the history, administrative vocabulary, technology, and the concepts common to management of the many processes in health care.
2. Demonstrate effective communication skills and be able to create a detailed report on a healthcare management project, including the organizational and environmental contexts.
3. Demonstrate the ability to analyze and evaluate problems within a healthcare organization and propose solutions.

Masters of Health Administration (MHA)

Students will:

1. Demonstrate business knowledge to function in a managerial role in the health care industry.
2. Use acquired critical thinking and professional skills to analyze problems and make sound, ethical managerial decisions.
3. Demonstrate oral and written business communications skills and strategies.

The Health Administration program, housed within the FAU College of Business (CoB), contributes in many ways to the mission of both the college and university. The program is one of the fastest-growing programs in the College of Business. In fact, in the last four years the BHS program averages more than 300 students each year. In the last four years, the MHA program has had 56 to 68 students per year. Additionally, there are a number of students who are earning minors in our BHS program; these minors come from a variety of majors on campus such as biological sciences, nursing, chemistry,

interdisciplinary studies, criminology, sociology, psychology, exercise science, marketing, finance, accounting, management, to name the major ones.

In 2013, the full-time faculty consist of one program director, one full professor, two associate professors, one assistant professor, and two instructor, one of whom is visiting. The program also relies upon credentialed part-time (adjunct) faculty members numbering between eleven and thirteen per semester depending upon the adjunct availability and courses needed to be taught.

The program offers two degrees – a bachelors of Health Services (BHS) and a masters of Health Administration (MHA). Five of the seven full-time faculty members are located on the Boca Raton campus, the other two are at the Davie campus. The large majority of courses (over 80%) are offered via face-to-face (F2F) format with a growing number offered online.

The program is focused on being the most rigorous among Health Administration programs in the state university system (SUS) of Florida. We believe that our BHS and MHA programs are the only programs accredited by the Association to Advance Collegiate Schools of Business (AACSB). The program has been designed to be the most rigorous in the state and to produce the highest-quality graduates prepared for future managerial roles in the Health Care and Health Professional Industry.

The mission of FAU's Health Administration programs is tied concretely to the FAU overall strategic plan: Making Waves: Celebrating and Cultivating Discovery, Diversity, and Distinction. The FAU Strategic Plan is in the process of being updated; however, the program's mission is highly likely to incorporate any future strategic plan changes with the existing mission statement.

Some of the highlighted areas of the strategic plan that tie directly to the Mission statement include:

Items #1 and #2 in the Mission Statement above relates directly to Strategic Plan Commitment:

Prepare students to fulfill a productive destiny in the workplace.

Item #3 in the Mission Statement above relates directly to Strategic Plan Commitment:

Value and disseminate scholarship, research, creative activity and use that scholarship to inform the academic discipline, teaching, and community engagement

(See Appendix 1 for the abbreviated faculty member CVs indicating the level of scholarly activity and its distribution during the past several years.

Item #4 in the Mission Statement above relates directly to Strategic Plan Commitment:

Support all those who rely on the University.

(Students are regularly trained and provided to the South Florida Health Care workforce in part-time, full-time, and internship/field experience roles.)

Even more closely, the Mission Statement of the FAU Health Administration Program ties in to very narrow portions of the strategic plan. Some of these highlighted areas include:

Enhance the quality of undergraduate academic programs

A.4 Support the development of writing skills in students

(Written communication skills are assessed within the program's assessment activities.)

A.8. Identify and expand programs that develop in students the talents and skills that promote economic development

D. Support an organizational culture in which all units are dedicated to student success

D.3 Expand opportunities for experiential learning such as internships, academic service learning, and co-curricular programs

E. Involve students at all levels in research, scholarship, and creative activity

(Students participate in directed independent study (DIS) courses which have led to output in terms of papers, reports, and presentations commensurate with the undergraduate level and sophistication of those enrolled. This follows the university-wide Quality Enhancement Program [QEP] initiative "distinction through discovery" whereby undergraduate students are strongly encouraged to showcase their research and prepare for graduate school and beyond.)

F. Increase FAU's Community Engagement/Expand Opportunities for experiential learning including internships/externships/field experience, service learning, and co-curricular programs

(See description of practicum and internships)

F.1 Leverage FAU's presence and engagement in the community to foster private-public partnerships and maximize the value of the University's expertise to various communities

(See description of practicum and internships)

Overall, the program's mission statement is focused and detailed to develop an exceptional program while staying completely housed within the broader university strategic plan.

The VISION of the Health Administration Programs at Florida Atlantic University (FAU) is to develop the best health care executives who will positively impact the local, state-wide, and national health care community.

## **Learning Goals**

### Bachelor of Health Services (Health Administration) Learning Goals (2011 revision)

Students will:

Demonstrate management knowledge about the industrial organization, management, financing, environmental, and political context of the health care industry. They will possess knowledge of the history, administrative vocabulary, technology, and the concepts common to management of the many processes in health care.

Demonstrate effective communication skills and be able to create detailed report on a healthcare management project and of the attendant organizational and external environments within which the project is carried out.

Demonstrate the ability to analyze and evaluate problems within a healthcare organization and propose solutions

## **Master of Health Administration (MHA) Learning Goals**

Students will demonstrate business knowledge to function in a managerial role in the health care industry.

Students will use acquired critical thinking and professional skills to analyze problems and make sound, ethical managerial decisions.

Students will demonstrate oral and written business communications skills and strategies.

### Health Administration Program Assessment (reported to AACSB in 2012)

#### Bachelor of Health Services (BHS)

The BHS degree provides students with a university education that promotes personal and professional growth as well as concentrated awareness of health systems and their effects on society. The Health Administration program empowers students not only to sharpen their analytical skills and expose them to a new way of thinking, but also to develop their leadership skills and reinforce social responsibility as citizens and future health administrators. The Health Administration program learning goals have evolved during this cycle. The BHS had five learning goals in the first half of this assessment cycle (2007-2010), but after the death of the program director Dr. Robert Hays, in 2010, the departmental faculty and administration felt the goals needed refinement to more fine-tune student outcomes and make the AOL process more manageable for the faculty participants. The original five learning goals (through 2010) were that students will:

Demonstrate management knowledge about the industrial organization, management, financing, environmental, and political context of the health care industry. They will possess knowledge of the history, administrative vocabulary, and the concepts common to management of the many processes in health care.

Prepare a thorough written description of a healthcare management project and of the attendant organizational and external environments within which the project is carried out.

Demonstrate the ability to analyze and evaluate an assigned problem and to plan and implement a solution within a healthcare organization.

Demonstrate an understanding of ethical issues as they relate to the behavior of health care organizations toward their patients/customers, employees, and owners/trustees.

Demonstrate understanding of issues regarding management responsiveness, group/individual dynamics, and human resources management as they relate to the behavior of health care organizations towards their patients/customers, towards their employees, and toward their owners/trustees.

After Dr. Hays' passing the Health Administration program refined the BHS learning goals in 2010-2011 and began the AOL cycle in 2011-2012. These goals coincide with the first three, with minor alterations, of the prior goals. The revised BHS learning goals are that graduates will:

Demonstrate management knowledge about the industrial organization, management, financing, environmental, and political context of the health care industry. They will possess knowledge of the history, administrative vocabulary, technology, and the concepts common to management of the many processes in health care.

Demonstrate effective communication skills and be able to create a detailed report on a healthcare management project, including the organizational and environmental contexts.

Demonstrate the ability to analyze and evaluate problems within a healthcare organization and propose solutions.

The revised goals coincide with the prior first three learning goals. Goal 1 is measured by the percent of students who passed a targeted exam given in HSA 3111 (Health Delivery Systems) and also results from technology skills and knowledge from the required ISM 3011 (Management Information Systems) course. Goal 2 is measured by evaluating a sample of papers from HSA 4817 (Health Care Practicum), the capstone course. A rubric was used to assess how effectively the knowledge was communicated, using the following scale: 1. Inability to communicate, 2. Weakly communicated, 3. Acceptable communication, 4. Above average communication, and 5. Excellent communication. A detailed version of the rubric scale is available. Goal 3 is measured through a sample of papers from HSA 4817 (Health Care Practicum, the capstone course). A critical thinking assessment rubric was used with the following scale: 1. Severe lack of critical thinking, 2. Weak analysis and evaluation skills, 3. Acceptable analysis and evaluation skills, 4. Above average analysis and evaluation skills, and 5. Excellent analysis and evaluation skills. A detailed version of the rubric is available. The following table provides a longitudinal glimpse of these key indicators of student learning in the Health Administration program.

### **Bachelor of Health Services Learning Goal Reporting Summary 2007-2011**

<b>Learning Goal</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>
1. Demonstrate management knowledge of the health care industry (abbreviated).	50%	59%	33%/100%*	N/A	61%

<i>Measured by % of students passing exam on the topics.</i>					
2. Communication skills – ability to prepare report on health care industry (abbreviated). <i>Measured by communication rubric evaluation of written report (1-5 scale).</i>	3.59	3.37	N/A	N/A	4.06
3. Critical thinking through analysis and evaluation of a healthcare industry problem (abbreviated). <i>Measured by critical thinking rubric evaluation of written report (1-5 scale).</i>	3.47	3.54	N/A/	N/A/	4.06

\*The department reported split findings because substantial changes were made to the course in some sections as a revised version of the class. Other sections kept the old method as a control. The department explains the low pass rate in the control sections by noting that the trial absorbed almost all available resources for HSA 3111. In the experimental section 100% of students received a passing grade on the content exam.

The major inconsistency in program assessment occurred in the 2010-2011 academic year with the sudden death of the program director, Dr. Hays. Dr. Hays coordinated the entire assessment process, and his death led to a gap in the AOL process for the BHS program. The faculty and current program director, Dr. Dennis Palkon, made revisions to the learning goals in 2010-2011 and began the assessment cycle anew the following year, with enough overlap with prior goals and methods to make a longitudinal comparison.

Closing the Loop – besides the learning goal refinements, the program made several changes prior to Dr. Hays' death. The significant change was a new methodology for delivery of HSA 3111 (Health Delivery Systems). Additionally, just prior to this review cycle, feedback from prior assessment cycles showed deficiencies in communication skills and information technology applications. Two courses from the BBA/BS program core, ISM 3011 – Management Information Systems and ENC 3213 – Writing for Management, were added to the degree program requirements. The information from AOL processes in these courses has enhanced the degree program as the data reported for these skills in the BBA/BS is also relevant to student learning in the BHS, providing a more holistic understanding of student learning in the degree.

### **Master of Health Administration (MHA)**

The Master's degree in Health Administration is in its infancy. The program began in 2005, just prior to our last reaffirmation of accreditation. Learning goals of the MHA are:

Students will demonstrate business knowledge to function in a managerial role in the health care industry.

Students will use acquired critical thinking and professional skills to analyze problems and make sound, ethical managerial decisions.

Students will demonstrate oral and written business communications skills and strategies.

The Health Administration faculty had no systematic program assessment in place until the current academic year. They have created an assessment plan and began a cycle of data collection from select required courses in the program. Program learning goal three, oral and written business communications skills, has been assessed since the inception of the program since this degree requires the college-wide graduate business communication course. MHA business communication is covered in the initial graduate programs assessment segment of this report.

### **Recruitment and Placement Strategies**

The Health Administration program may be the only one among its peers to not have a person doing recruitment outreach as part of his or her full-time job. The program director is the prime person for recruiting students from high schools and community college which have an interest in the health care program.

We believe that Peer and aspirant health care programs have individuals **specifically hired** for recruitment and career placement. We are not referring to *college-wide* career placement, but instead to health care-specific career placement. With hundreds of students working hundreds of hours per year, it is extremely important for health care programs to have someone regularly in contact with the employers. This focus leads to better recruitment strategies, better job placements, and a better education by employers on the quality of our graduates. Further, this person is normally involved with recruitment at the various high schools.

Indeed, we have been able to ***only focus on Miami-Dade, Broward, and Palm Beach counties*** due to the fact that the program director does all of this activity on his own with no assistance.

Programs in every direction have staff members in these rolls and it puts our program at a distinct disadvantage. Nonetheless, the program director tries to visit as many employers and/or health care facilities as possible to enhance both recruitment and placement. It is important to note that the college overall does not have a placement or recruit specialist.

### **Advising Procedures**

The majority of BHS students are advised through the College of Business undergraduate advising office. In addition to the advisors, some students also are advised by Health Administration faculty, primarily the Director of the Program and his Graduate Assistant. Advisement is often in person, by telephone, or by e-mail. The College of Business undergraduate advising office is located on the Boca Raton and Davie campuses. Please see below for times and locations.

#### **Boca Raton Campus**

777 Glades Road  
Fleming West Building (23) Room# 102

Boca Raton, FL 33431  
[\(561\) 297-3688](tel:(561)297-3688)

Boca Raton Office Hours: Monday through Thursday: 8am - 5pm, and Friday 8am - 4:30pm  
**Appointments**: Monday, Wednesday and Friday  
**Walk-In**: Tuesday and Thursday

### **Davie campus**

3200 College Avenue  
Liberal Arts Building Room# 444  
Davie, FL 33314  
[\(954\) 236-1290](tel:(954)236-1290)

Davie Office Hours: Monday through Thursday: 8am - 5pm, and Friday 8am - 4:30pm  
**Appointments**: Monday, Wednesday and Friday  
**Walk-In**: Tuesday and Thursday

### **Boca Raton Location**

- All College of Business students will be able to see academic advisors either by scheduled appointments or as walk-ins.
- Scheduled appointments are now available on Mondays, Wednesdays and Fridays.
- Walk-in advising is available Tuesday and Thursday from 8:30 am-4:30pm.

### **Davie Location**

- All College of Business students will be able to see academic advisors either by scheduled appointments or as walk-ins.
- Scheduled appointments are now available on Mondays, Wednesdays and Fridays.
- **Walk-in** advising is available **Tuesday** and **Thursday** from 8:30 am - 4:30pm.

## **Curriculum**

### **Health Administration Program**

The Health Administration major provides students with a university education that promotes personal and professional growth as well as concentrated awareness of health systems and their effects on society. Flexibility in course selection encourages students to develop a program of study that will strengthen their analytical skills, expose them to new thought, and develop their awareness of leadership and responsibility as citizens and future health administrators.

### **Required Courses**

A minimum 120 credit hours are required for the degree. Other administrative requirements will be needed; see the University Catalog for detailed requirements.

**Intellectual Foundation Program (IFP) \***

English I ENC 1101

English II ENC 1102 (Pre: ENC 1101)

Society and Human Behavior 6 credits (3 credits met by ECO requirement)

Natural Science 6 credits (one course must include a lab)

Math & Quantitative Reasoning 6 credits (must include STA2023)

Global Citizenship 6 credits

Creative Expression 6 credits

\*Students with an AA (Associate of Arts) degree from a regionally accredited Florida Public Institution are deemed to have met the IFP. ([http://www.fau.edu/freshmanadvising/IFP\\_audit.php](http://www.fau.edu/freshmanadvising/IFP_audit.php))

**Pre-Professional Business Courses** (Minimum grade of "C")

Accounting I (Financial) ACG 2021 (Pre: 30 credits)

Accounting II (Managerial) ACG 2071 (Pre: ACG 2021 with grade of "C" or better)

Introductory Statistics STA 2023 (Pre: Liberal arts math 1 or see math dept)

Information Systems Fundamentals ISM 2000

Microeconomics ECO 2023 (Pre: 30 credits)

**Health Administration Major** (Minimum grade of "C." Pre: 60 credits, except where noted)

Health Delivery Systems HSA 3111 (Pre: 50 credits)

Health Care Organization & Admin HSA 4110 (Pre: HSA 3111 or concurrent; 50 credits)

Planning in Health Organizations HSA 4140 (Pre: HSA 3111 & 4110)

Health Law HSA 4423

Health Research Methods HSA 4700 (Pre: HSA 3111 & STA 2023)

Health Care Financial Management \*\* HSA 4170 \*\* (Pre: ACG 2021)

Health Practicum HSA 4817 (Pre: Instructor's permission)

\*\* The option to take FIN3403 (Pre: ACG 2021 & ACG 2071) rather than HSA4170 is available only to students

seeking a Business Administration minor. These students must also take an additional Health Administration

elective for a total of 12 Health Administrative elective credits rather than the standard nine.

**Health Administrative Elective Courses** (Minimum grade of "C")

9 credits of Health Administration Electives (See list below):

Introduction to Health Professions HSA 3104

Technology in Health Care Org HSA 3191 (Pre: HSA 3111)

Health Care Medical Terminology HSA 3534

Managed Care HSA 4109 (Pre: HSA 3111 & 4110)

Issues & Trends in Health Care HSA 4113 (Pre: HSA 3111)

[Continued on next page]

International Healthcare Systems HSA 4124 (Pre: HSA 3111)

Long-term Care Administration HSA 4222 (Pre: HSA 3111 & 4110)

Mgmt of Long-Term Care Facilities HSA 4223

Health Care Quality Management HSA 4383 (Pre: HSA 3111 & 4110)

Practice Management HSA 4511 (Pre: HSA 3111 & 4110)

Directed Independent Study HSA 4905

Special Topics HSA 4930

**College of Business Courses**

Management Information Systems ISM 3011 (Pre: ISM 2000)  
Health Care Economics and Policy ECP 4530 (Pre: ECO 2023 or permission of instructor)  
And 9 credits of additional Upper-Division (#3/4000) Business elective courses not applied to any other core or college requirements. Business electives may generally be used toward a business minor.

### **Other Courses**

Communicating Business Information GEB 3213 (Pre: 60hrs)  
or Writing for Management or ENC 3213 (Pre: ENC 1101 & 1102) and  
9 credits of Non-Business electives (Students are strongly encouraged to be creative when choosing Non-Business electives in areas outside business. These 9 credits must be taken outside of the College of Business. )

Students interested in admission to FAU graduate programs may review their options at

[www.business.fau.edu/masters](http://www.business.fau.edu/masters).

## **Minors**

### **Healthcare Information Systems**

The Healthcare Information Systems minor, available to all undergraduate degree-seeking students, enhances the qualifications of students pursuing careers in fields related to healthcare. Professions and majors benefiting from the minor include healthcare administration, nursing, medicine, biomedical sciences, actuaries, insurance, information technology and management information systems, among others. This minor is offered in conjunction with the Health Administration program of the College of Business Management Programs Department.

Minor requirements include successful completion of the courses below with minimum grades of "C." At least 9 of the 12 credits required must be earned at FAU. For non-Business majors, waiver of prerequisites will be made on a case-by-case basis.

#### **Information Technology and Operations Management Courses**

*(Select two courses from the following three)*

Healthcare Information Systems	ISM 4381	3
Social, Legal and Ethical Issues of Digital Data	ISM 4041	3
Service Operations	MAN 4029	3

#### **Health Administration Courses**

Health Delivery Systems	HSA 3111	3
Technology in Health Care Organizations	HSA 3191	3

A maximum of 3 credits used for the minor may count toward other Business major requirements. A minimum of two courses (6 credits) must be exclusive to the minor. For exceptions, a petition should be submitted to the ITOM Department Chair or the Health Administration Program Director.

### **Health Services Administration Minor**

The Health Services Administration Minor is available to both business and non-business majors.

#### For Business Majors

Students pursuing a bachelor's degree in the College of Business with a major other than Health Administration may concurrently earn a minor in Health Services Administration by completing nine credits with a grade of "C" or better from the following courses.

Health Administration courses taken for the minor cannot apply to any other major or college of business requirements except as business electives.

#### Required:

Health Delivery Systems HSA 3111 (Pre: 50 credits)

And any two of the following:

Health Care Terminology HSA 3534

Managed Care HSA 4109 (Pre: HSA 3111 & 4110)

Health Care Issues and Trends HSA 4113 (Pre: HSA 3111)

International Healthcare Systems HSA 4124 (Pre: HSA 3111)

Health Law HSA 4423

At least two of the three courses (6 credits) must be completed at FAU. Completion of the minor requires successful completion of the College of Business baccalaureate degree.

#### For Non-Business Majors

Students pursuing a bachelor's degree with a major from a college other than the College of Business may concurrently earn a minor in Health Services Administration by completing fifteen credits with a grade of "C" or better from the following courses.

#### Required:

Health Delivery Systems HSA 3111 (Pre: 50 credits)

And any four of the following:

Introduction to Health Professions HSA 3104

Health Care Terminology HSA 3534

Managed Care HSA 4109 (Pre: HSA 3111 & 4110)

Health Care Organization and Admin. HSA 4110 (Pre: HSA 3111 or concurrent with HSA3111; 50 credits)

Health Care Issues and Trends HSA 4113 (Pre: HSA 3111)

International Healthcare Systems HSA 4124 (Pre: HSA 3111)

Planning in Health Organizations HSA 4140 (Pre: HSA 3111 & 4110)

Health Care Financial Management HSA 4170 (Pre: ACG 2021)

Health Law HSA 4423

Health Research Methods HSA 4700 (Pre: HSA 3111 & STA2023)

At least four of the five courses (12 credits) must be completed at FAU. Completion of the minor requires the successful completion of the student's college baccalaureate degree.

## Certificates

### **Gerontology**

The purpose of the Gerontology Certificate program is to provide an in-depth understanding of the business of Long Term Care (LTC) and to build awareness of the nature of LTC patients, residents, and clients depending upon the organization.

#### **Certificate Program Benefits:**

- FAU undergraduate students in Health Administration, Nursing, Social Work, Sociology or any other major where there is a potential interest in working in the LTC industry;
- Those already working in LTC and are interested in an academic framework to help organize their practical experiences;
- Those new to the LTC industry or interested in moving into the industry, or those interested to enhance their knowledge in order to be a more attractive job candidate;
- Those who are interested in obtaining a better understanding of aging and the commercial accommodations of aging.

#### **Important Facts to Consider:**

- A degree is not necessary to enter the program
- Being an FAU student is not necessary. Participants simply register as non-degree seeking students.
- When the program is completed, a certificate is issued to the participant

## Program Details

### How to Enroll:

1. Complete the free application form and return to Professor Irwin Lamm, [ilamm@fau.edu](mailto:ilamm@fau.edu).
2. If you are not already an FAU student, in order to be able to register for courses you need to apply as a “non-degree seeking student.” There are no transcripts or test scores necessary for this. The fee is \$30.
3. If you are already an FAU student you will simply register for the certificate courses as you register for any other courses. In many cases, they can serve as electives in your major. Check with your advisor.

### Cost

As noted above, the Certificate Program application is free and the FAU non-degree seeking student application is \$30. Students pay normal tuition for each class taken. As of January 2011, the fee for a three hour undergraduate course is \$479.43. This is the Florida resident price, out of state resident fees are much higher. Please note that online courses have additional fees for on-line access and support.

### Program Format

The program is 15 credit hours in length, comprised of two core courses, and three elective courses.

#### Core Courses

Long Term Care Administration	HSA 4222
Foundations of Gerontology	NSP 4285

#### Electives

Three electives are required, one from each of the following groups:

Group A – Nursing:

Dynamics of Aging	NUR 4284
Aesthetics of Aging	NUR 4287
Health Literacy for Older Adults	NUR 4930

Group B – Social Sciences:

Sociology of Aging and Dying	SYP 3740
Social Work with Aging Populations	SOW 4643

Group C – Health Care Administration:

Management of Long-Term Care Facilities	HSA 4223
Health Delivery System	HSA 3111

**Peer Programs**

For the BHS program there are five peer programs namely, University of Central Florida, Florida International University, University of North Florida, University of Florida, and University of South Florida. (Please see Appendix 2 for descriptions).

For the MHA program there are five peer programs namely, Nova Southeastern University, University of South Florida, University of North Florida, University of Central Florida, and Florida International University. (Please see Appendix 3 for description).

## **Description of Practicum, Internships, and Field Experience**

This one page description of our Health Administration Practicum (6-credits) is given to all academic advisors and is available to students. Each semester faculty who teach the Practicum conduct at least 6 orientation meetings for students who are interested in taking the Practicum. These meetings answer questions students may have and help students find Practicum preceptors and sites.

### **What it is:**

- You will work a minimum of nine hours per week in a health care organization for the entire Fall and/or Spring semester. During the Summer semester, you must work a minimum of 12 hours per week. You will focus your efforts on a project that you and your preceptor (the person who you will report to at the organization) have agreed upon before the Practicum starts
- The project you will conduct will have value to the organization and will let you experience what it is like to work in a health care organization. Over the years student projects have covered almost everything, but a few general examples include: developing a marketing brochure, conducting a patient satisfaction survey, doing a market analysis for growth or business development, coordinating a major training session or seminar, identifying the source of a business problem in an inventory or billing department. You are **NOT** to be a receptionist, a clerk or a telephone operator, except to the extent that everyone else who works there chips in to handle those tasks.
  - **Health Practicum (HSA 4817) 6 credits**  
*Prerequisites: Open only to Health Administration seniors with permission of instructor; Application must be made during previous semester and the following criteria must be met: 1) has successfully completed the other core courses in Health Administration, 2) has an overall grade point average of 2.5 or better in courses attempted at FAU, 3) has successfully completed at least 33 credits at the upper-division level, 4) is a program major, and 5) is not on academic probation.*
- **Finding a place to do the Practicum**
  - Where: Think hard about the area(s) you enjoy and want to pursue after you graduate. Any health care area is appropriate; traditional institutions (e.g., hospitals, long-term care facilities); commercial (e.g., gyms, job placement, medical equipment); non-profits (e.g., hospice, free clinics); government (e.g., Public Health, Florida Agency for Health Care Administration); pharmaceutical; philanthropic (Palm Coast Health Council, Quantum Foundation); trade associations (e.g. South Florida Health and Hospital Association, County Medical Societies). Any organization that, in the opinion of your professor, is in the health

industry and can provide a meaningful work experience for a Practicum will be acceptable.

- How to find one: Talk to other students who are doing their Practicums now; ask people you know who are working in these organizations; ask your family, neighbors, and friends about people they know who are working in these organizations; ask HA faculty members. Between these four approaches, you should be able to find something that fits your interests. Remember, this is also a practice at job hunting, so don't be shy, be energetic. Go out and find one because it won't find you.
- **Enrolling in the Practicum Class:**
  - Throughout the semester, there will be several orientation sessions. You **must** attend one of these. They will be announced through email. Attend one in the term just before you will take the Practicum. The professors who teach the Practicum conduct the sessions. Please bring the following items to the orientation session: transcript, resume, graduation audit (1-page), and a letter signed by your preceptor on the organization's stationary (some professors accept emails) saying that you will do the practicum there and stating, in very general terms, what you will be doing. Some students have these ready at the orientation session, while others submit them shortly thereafter. Either way, you will need to have all four to be accepted. A word of caution, there is competition for spots in the Practicum. Therefore, the more quickly you have these materials ready, the better off you will be.

### **An In-depth Discussion of the Health Practicum**

Perhaps one of the most important courses in the Health Administration Program is the Health Practicum (HP). The HP is an internship wherein students are encouraged to practice much of what they have learned in previous academic classes and discussions. HP allows students to engage in a one semester project at a health care facility and work with a health care provider and FAU health administration faculty.

Students will also meet weekly with other health administration students who are working on other health practicums. Students are required to attend all classes and to share their successes, shortcomings, anticipations, ideas, and issues in a group setting. For many health administration students, the health practicum represents an opportunity wherein the student can truly "learn by doing".

This is a course that requires the senior student in Health Administration to function in a participant observer role in a health facility in order to develop a written management project that is an issue, problem or goal (of the facility).

### **Academic Service-Learning**

Due to the nature of the course content, this course is designated as an “Academic Service-Learning (A S-L) Project” course. The assistance you provide to the agency/organization during your A S-L experience is a service to the community and will allow you to apply knowledge from the course to local, national, and/or global social issues. The community that you are involved with during your internship should benefit from your contributions by the activities you will work on in your internship agency/organization. Throughout this course you will be participating in A S-L activities while demonstrating civic engagement at campus, local, national, and/or global community levels. You will also reflect on your Academic Service-Learning experience and the impact on the community as well as your professional development.

To receive Academic Service-Learning notation of hours on your transcript, your hours must be logged electronically through NobleHour, [www.noblehour.com](http://www.noblehour.com), while completing your Academic Service-Learning project. Also, pre-assessment and post-assessment surveys through Survey Monkey are required to be taken by A S-L students. Please visit the Weppner Center for Civic Engagement & Service website, [www.fau.edu/volunteer](http://www.fau.edu/volunteer), for instructions on how to log hours through NobleHour and the links for the surveys. Once your hours have been approved and both surveys have been completed, you will receive an Academic Service-Learning notation on your transcript.

### **Course Prerequisites and Credit Hours**

This is a 6 credit hour class. This course is open only to Health Administration seniors with permission of instructor; Application must be made during previous semester and the following criteria must be met:

- 1) has successfully completed the other core courses in Health Administration,
- 2) has an overall grade point average of 2.5 or better in courses attempted at FAU,

- 3) has successfully completed at least 33 credits at the upper-division level,
- 4) is a program major, and
- 5) is not on academic probation.

According to Florida State Statute 6A-10.033, students must spend a minimum 2,250 minutes (37.5 hours) of in class time during a 3-credit course. Additionally, students enrolled in a 3-credit course are expected to spend a minimum of 4,500 minutes (75 hours) of out-of-class-time specifically working on course-related activities (i.e., reading assigned pieces, completing homework, preparing for exams and other assessments, reviewing class notes, etc.) and fulfilling any other class activities or duties as required.

### **Course Learning Objectives**

The practicum student enters the health care facility as a “learner” and supervised member in a health care facility. This experience should encourage students to make decisions under the supervision of a preceptor and benefit from an actual experience in a health care setting in a structured management role.

Some students will arrange a practicum emphasizing management tasks, supervision and/or revision of existing health care services; others will seek internships in planning, law, research and/or marketing. The following goals are presented to guide the student through their practicum experiences. At the conclusion of the practicum each health administration student will have accomplished the following:

1. Completed a management and/or research project during one academic semester that will benefit the health care facility and serve as a learning experience for the student.
2. Expanded their analytical and managerial skills through collaboration with practicing health care administrators and the faculty advisor, as well as a comprehensive review of the health administration literature.
3. Demonstrated their analytical and managerial skills through collaboration with practicing health care administrators and the faculty advisor, as well as a comprehensive review of health administration literature.

4. Identified the mission, goals and values of the health care facility serving as the practicum site, as well as the facility's relationship to other health care facilities in that area.
5. Collected data and conducted analysis of data as essential steps in the problem solving process.
6. Identified and observed how healthcare administrators work together as a team within the practicum facility site.
7. Practiced verbal, listening, and writing skills in one-to-one encounters as well as formal presentations to individuals or groups.
8. Chronicled relevant articles from the Wall Street Journal to understand issues and trends in health care and business.
9. Completed and understood the work environment by utilizing the Work Environment Scale (WES).

The accomplishment of these goals will occur through the weekly experience at the health care facility; the individual meetings with the preceptor and facility; the class seminars; and the library research time.

### **The Selection of Health Facilities and Preceptors**

The following criteria are considered important in the selection of preceptors and/or health care facilities.

1. The philosophy of professional practice or service within the health care facility must be compatible with the educational objectives and ethical concerns of the Health Administration Program as well as the objectives relating to the individual learner.
2. The health care facility must be in good standing in the community.
3. The preceptor must possess either a Bachelor's degree with an established record of achievement or a Master's degree (or above) or an interest in serving as a preceptor for a student.

4. Health care facilities and the preceptors must be willing to provide the student with an assigned space to conduct the activities of the project during the scheduled work time. Needed resources should be identified and planned for as early as possible to ensure a successful project

### **Student Responsibilities**

Health administration students are required to attend and to participate in weekly group seminars as well as individual meetings with the faculty and the preceptors. Health administration students are responsible for initiating and attending individual meetings. Written materials (letters/surveys) that are utilized by the health administration student in the health practicum should be approved by both preceptor and faculty.

Students are responsible for arranging meetings with their preceptors. To fulfill the course requirement of 6 academic credits, students are responsible for working nine to twelve hours per week (on average) at the health care facility and/or in activities related to the practicum. For example, students might need to interview individuals, attend meetings or conferences, and conduct library or internet research. Students must report directly to their preceptor when they are unable to be at the health care facility as scheduled.

Students are “guests” of the health care facility where they are working on their practicum, therefore, students must be aware of and respectful of the corporate culture they are entering. Students are expected to dress appropriately as stated by the policies and procedures manual of their health care facility. It is important to remember that all patient information is confidential and it must be treated as such.

Students must present verbal and written summaries of their projects for the preceptor and the health care practicum seminars at various points during the semester. Written copies of the practicum projects must be handed into both preceptors and faculty.

### **Written Assignment Guidelines**

Students must submit all materials in a typed format using double spaced lines. Each assignment should follow the format of the Publication Manual of the American

Psychological Association (latest edition). In addition, copies of the “better” written practicum projects are available in Dr. Palkon’s offices in room 310 and/or 311. These projects are to help guide current students in completing their papers.

### **Practicum Assignments**

The health practicum assignment of health administration students will be to complete a selected, pragmatic project that can be completed in one semester. The project should not be so cumbersome and/or unrealistic that the health administration student lacks sufficient time to properly understand and learn from the health practicum experience. The primary purpose of the health practicum is to be an educational experience for the health administration student. Generally, the more a student puts into the health practicum, the more he/she will get out of it.

### **Journal of Current Readings**

Students should organize and compile a journal of current health care readings during the semester. Students are encouraged to subscribe to the Wall Street Journal (WSJ). The WSJ is selected because it represents a business approach for understanding health care. In addition, students can learn to write well and understand the current health care environment by reading one of the better written newspapers. It is important to properly reference all materials!

### **Work Environment Scale (WES)**

Health administration practicum students will be responsible for completing the WES at two points during the course. First, the expected version of the WES will be completed. Students will assess what they expect their practicum work environment to be. During the end of the practicum students will complete the real version of the WES. The WES is a standardized scale that assesses the “personality” of the work environment on 10 dimensions.

### **Academic Service-Learning Hours**

Health practicum students will submit a weekly accounting of the hours that they have spent on the health practicum project (exclusive of class time). A general rule of thumb is 9 hours per week for the practicum, however, some students may end up devoting more time and thus, these hours should be documented. Academic Service-Learning Hours are not graded, but the total

number of hours is recognized on one's transcript, much like for students who have completed volunteer hours.

### **Personal Journal**

Although this is not required it is recommended. Students should document on a daily basis what they did on their project. For example, when and what did you do? What did you learn? How did you feel about what you accomplished? What did you discover about the project and yourself? This is an introspective exercise that enables students to understand what is occurring and what relevance it may have for the completion and success of the project. By writing this in a separate notebook, students will have a written account of their experiences and be able to reread the journal and thus learn from it.

### **Reflection**

You will reflect on your service to the Practicum facility through three oral presentations and written reports. This reflection will include the link with the goals of the Practicum, your personal impressions and personal development, and your professional development, respectively. Your final paper will include a separate section entitled, "Reflection", discussing your perceptions of your service, contribution(s) to the Practicum facility/organization, and the impact that your work had for the Practicum facility/organization.

### **Affiliation Agreements for the Health Practicum**

The BHS and MHA programs have a number of affiliation agreements with local health care providers. Some of the listed health care providers are as follows:

Boca Raton Regional Hospital  
Cleveland Clinic  
Delray Medical Center  
Florida Hospital Heartland Medical Center  
Good Samaritan Medical Center  
Hendry Regional Medical Center  
Hospice of Palm Beach Country  
JFK Medical Center  
Jupiter Medical Center  
Martin Memorial  
Miami Children's Hospital  
Mount Sinai Medical Center

Broward Health  
Sarasota County Health Department  
South Broward Health/Memorial Healthcare System  
Tenet Florida Physician Services  
West Palm V.A. Medical Center  
Wellington Regional Medical Center

We also provide health care providers a model affiliate agreement which is generally useful for physician practice placement. The following is a model agreement developed by FAU’s legal counsel.

### **AFFILIATION AGREEMENT**

**THIS AFFILIATION AGREEMENT** (“Agreement”) is made and entered into as of the later of \_\_\_\_\_, or the execution of the Agreement by both parties (the “Effective Date”) between the **Florida Atlantic University Board of Trustees** (“School”), and **the**  
\_\_\_\_\_  
\_\_\_\_\_ (“Healthcare Organization”).

### **RECITALS:**

A School offers to enrolled students, bachelors and masters degree programs in the field of ***Health Administration***.

B Healthcare Organization operates clinical and non-clinical health programs.

C School desires to provide to its students a healthcare learning experience through the application of knowledge and skills in **non-clinical** healthcare management activities.

D The Healthcare Organization has agreed to undertake training activities and to make its facility available to identified students of School for such purposes.

**NOW, THEREFORE,** in consideration of the mutual promises contained herein, the parties hereby agree as follows:

1. **RESPONSIBILITIES OF SCHOOL.**

a. **Program.** School shall be responsible for the implementation and operation of the academic component of its Health Administration training requirement (“Program”) at the Healthcare Organization, which Program shall be approved in advance by the Healthcare Organization. Such responsibilities shall include, but not be limited to, the following:

- (1) provision of classroom theory and practical instruction to students prior to their assignments at the Healthcare Organization;
- (2) review and approval of assignments for each student and coordination of same with the Healthcare Organization;
- (3) continuing oral and written communication with Healthcare Organization regarding student performance and evaluation, absences and assignments of students, and other pertinent information;
- (4) performance of such other duties as may from time to time be agreed to between School and the Healthcare Organization.

All students of School participating in the Program while on the Healthcare Organization’s premises (“Program Participants”) shall be accountable to the Healthcare Organization supervisor.

b. **Dress Code; Meals.** School shall require the students assigned to the Healthcare Organization to dress in accordance with dress and personal appearance standards adopted by the Healthcare Organization. All Program Participants shall pay for their own meals at the Healthcare Organization.

c. **Performance of Services.** All faculty provided by School shall be duly licensed, certified or otherwise qualified to participate in the Program. School shall require all Program Participants to perform their duties and services hereunder in accordance with all relevant local, state, and federal laws and comply with the standards and guidelines of all applicable accrediting bodies and the bylaws, rules and regulations of the Healthcare Organization and any rules and regulations of School as may be in effect from time to time. Neither School nor any Program Participant shall interfere with or adversely affect the operation of the Healthcare Organization or the performance of services therein.

2. **RESPONSIBILITIES OF THE HEALTHCARE ORGANIZATION.**

a. Prior to a student's first assignment at the Healthcare Organization, the assignment of a School employee, agent or representative to work at the Healthcare Organization or the first date of service (after the Effective Date) of a faculty member at the Healthcare Organization, Healthcare Organization may at its discretion require that the individual attend training regarding the Healthcare Organization's information privacy policies and practices.

b. The Healthcare Organization shall accept the student Program Participants assigned to the Program by School, and shall supervise such students while they are on the Healthcare Organization's premises. The Healthcare Organization shall provide learning opportunities and training by allowing such students to observe and assist in various non-clinical management activities of healthcare operations. The Healthcare Organization shall at all times retain ultimate control of the Healthcare Organization and responsibility for patient care.

c. Upon the request of School, the Healthcare Organization shall assist School in the evaluation of each Program Participant's performance at the Healthcare Organization. However, School shall at all times remain solely responsible for the evaluation and grading of Program Participants.

3. **MUTUAL RESPONSIBILITIES.** The parties shall cooperate to fulfill the following mutual responsibilities:

a. Students shall be treated as trainees who have no expectation of receiving compensation or future employment from the Healthcare Organization or School.

b. Any courtesy appointments to faculty or staff positions by either the School or the Healthcare Organization shall be without entitlement of the individual to compensation or benefits for the appointed party.

4. **WITHDRAWAL OF PROGRAM PARTICIPANTS.**

a. The Healthcare Organization may immediately remove from the premises any Program Participant who poses an immediate threat or danger to personnel or to the quality of medical services or for unprofessional behavior.

b. The Healthcare Organization may request School to withdraw or dismiss a Program Participant from the Program at the Healthcare Organization when his or her performance is unsatisfactory to the Healthcare Organization or his or her behavior, in the Healthcare Organization's discretion, is disruptive or detrimental to the Healthcare Organization and/or its members, staff or patients. In such event, the Healthcare Organization will immediately notify School, and such Program Participant's participation at the Healthcare Organization shall immediately cease.

5. **INDEPENDENT CONTRACTOR.** The parties hereby acknowledge that they are independent contractors, and neither the School nor any of its agents, representatives, students or employees or Program Participants shall be considered agents, representatives, or employees of the Healthcare Organization. In no event shall this Agreement be construed as establishing a partnership or joint venture or similar relationship between the parties hereto. School and Health Organization shall be liable for their own respective debts, obligations, acts and omissions, including the payment of all required withholding, social security and other taxes or benefits. No Program Participant shall look to the Healthcare Organization for any salaries, insurance or other benefits. The provisions set forth herein shall survive expiration or other termination of this Agreement regardless of the cause of such termination.

6. **NON-DISCRIMINATION.** There shall be no discrimination on the basis of race, national origin, religion, creed, sex, age, sexual orientation, veteran status, disability or other legally protected classification in either the selection of students, or as to any aspect of the training; provided, however, that with respect to disability, the disability must not be such as would, even with reasonable accommodation, in and of itself preclude the student's effective participation in the Program.

7. **PATIENT INFORMATION.** No Program Participant shall disclose to any third party, except where permitted or required by law or where such disclosure is expressly approved by the Healthcare Organization in writing, any medical record or other patient information regarding the Healthcare Organization patients, and Program Participant shall be required to comply with all federal and state laws and regulations, and all bylaws, rules, regulations, and policies of the Healthcare Organization and the Healthcare Organization's medical staff, regarding the confidentiality of such information.

8. **TERM.** The initial term of this Agreement shall commence on the Effective Date and shall continue for a period of three (3) years thereafter.

9. **TERMINATION.** Either party may terminate this Agreement at any time without

cause upon at least thirty (30) days' prior written notice; provided, however that all active Program Participants shall be permitted to complete their Program at the Healthcare Organization for a period not to exceed six (6) months.

10. **SEVERABILITY.** If any provision of this Agreement is held to be invalid or unenforceable for any reason, this Agreement shall remain in full force and effect in accordance with its terms disregarding such unenforceable or invalid provision.

11. **ENTIRE AGREEMENT; MODIFICATION; GOVERNING LAW; COUNTERPARTS; NOTICES; WAIVER; BINDING EFFECT.** This Agreement contains the entire understanding of the parties with respect to the subject matter hereof and supersedes all prior agreements, oral or written, and all other communications between the parties relating to such subject matter. This Agreement may not be amended or modified except by mutual written agreement. This Agreement shall be construed in accordance with the laws of the State of Florida. This Agreement may be executed in one or more counterparts, all of which together shall constitute only one Agreement. All notices hereunder shall be in writing, delivered personally, by certified or registered mail, return receipt requested, or by overnight courier, and shall be deemed to have been duly given when delivered personally or upon receipt. A waiver by either party of a breach or failure to perform hereunder shall not constitute a waiver of any subsequent breach or failure. Neither party shall assign or transfer, in whole or in part, this Agreement or any of its rights, duties or obligations under this Agreement without the prior written consent of the other party, and any assignment or transfer without such consent shall be null and void.

**HEALTHCARE ORGANIZATION**

\_\_\_\_\_

By: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

**THE FLORIDA ATLANTIC UNIVERSITY**

**BOARD OF TRUSTEES**

By: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

## **Pedagogy**

The Health Care Administration Program features highly effective and innovative teaching practices based on a curriculum that is highly relevant to today's challenges. Our teaching methodology emphasizes best practices in health care industry and employs a variety of pedagogical innovations. Our high-quality faculty is dedicated to enriching student learning through stimulation of intellectual growth and promotion of continuous improvement. We foster a highly interactive learning environment that encourages our students to participate and succeed. Students are motivated to strive for excellence both in and out of the classroom. Our ultimate aim is to provide students with an exceptional education that empowers them to serve health care consumers, organizations, and their communities as ethically and socially responsible individuals.

Our faculty members are not only accessible and responsive to our students but also provide services to the Department, the College, and the entire University as well as the health administration discipline and greater community. As a result, we have been able to establish strong partnerships with the local health care facilities and employers to maximize opportunities for our students in terms of internship, practicum, professional development, and employment. We have also been successful in obtaining scholarship opportunities from the University in order to provide financial support for our deserving students and improve academic access. Under the guidance of the faculty, students are actively engaged in their professional and personal development. Our faculty is actively engaged in research and scholarship which allows our students to be exposed to the latest advances in discipline-based knowledge. Throughout our curriculum, we set high standards in terms of ethical behavior in general and respect for academic integrity in particular.

Our professors use a variety of pedagogical tools for instruction. They include the following:

Current news, reviews, and discussion in health care from the Wall Street Journal, Barron's, Health Care Management Review, Hospital Topics, the Journal of Public Health Management and Practice, the Journal of Health Care Finance, Medical Care Research and Review, International Journal of Health Care Finance and Economics, Journal of Public Health Management and Practice, and Journal of Health and Human Services Administration, and American Journal of Pharmacy Benefits, to name some of the more utilized professional and academic sources.

- Group industry analysis projects
- Acting skits on leadership and decision making in health care
- Poster sessions for group projects in health care

- Strengths Weakness Opportunities, and Threats (SWOT) analysis for health care organizations
- Mock job interviews
- Discussion posts on health topics
- Guest speakers primarily, health care leaders
- Site visits of health care facilities
- E-learning through Blackboard
- Videos specific to topic
- Case studies related to health care finance and management
- Student-centered group activities
- Oral presentations
- Competency building exercises including exams (goal-student completes each course with a useable skill set)
- Experiential exercises
- Self-Assessments
- Simulation models (Toolwire products for Spring 2014)

### Toolwire

Toolwire LearnScapes are immersive learning environments that provide day-in-the-life internships with video characters, photo-realistic worlds, authentic natural assessments, and engaging storylines. The Health Administration program plans to implement 4 Toolwire courses. They are Health Care Delivery, Health IT, Health Care Marketing, and Health Care Administration.

#### Health Care Delivery

Developed in collaboration with Jones & Bartlett Learning (JBL), Navigate Scenario: LearnScape for Health Care Delivery combines JBL's authoritative content with Toolwire's expertise in the art of storytelling and digital media production.

This collection of four Toolwire LearnScape episodes provides students with a realistic, immersive experience that reinforces lessons within the Jones & Bartlett textbook, Health Care Delivery. Within the LearnScape, students assume the role of a health care consultant tasked with improving hospital efficiency and expanding services in the community.

#### Health IT

This Toolwire LearnScape offers prospective students the opportunity to explore various roles within the growing field of Health IT.

In the LearnScape, prospective students are able to step into the workplace environment and meet Health IT professionals before making a decision to invest in a new degree. Shadowing Health IT professionals while they perform their workplace duties helps students select a degree program that matches their skills and interests and gets them excited about the new career they could pursue.

### Health Care Marketing

Developed in collaboration with Jones & Bartlett Learning (JBL), Navigate Scenario: LearnScape for Health Care Marketing (ISBN: 978-0-7637-8333-4) combines JBL's authoritative content with Toolwire's expertise in the art of storytelling and digital media production.

Within the LearnScape, students assume the role of a marketing consultant who works with the staff of a large Health Care system.

### Student-Faculty Ratio: 2009-2013

From 2009-2010 to 2012-2013, the mean class size for the BHS program increased from 30.8 to 38.1 students per faculty. Although there is a slight increase in this ratio, it still is well below the undergraduate faculty-student ratio of 54.5 students per faculty in 2012-2013.

As regards the MHA program, faculty-student ratio decreased from 22.2 in 2009-2010 to 19.1 in 2012-2013, a slight decrease, but in line with the graduate faculty-student ratio of 17.8 students per faculty in 2012-2013.

	Undergraduate		Graduate		UG Faculty Student Ratio	GR Faculty Student Ratio
Summary	Mean Class Size	Median Class Size	Mean Class	Median Class		
2009-10	30.8	30.0	22.2	23.0	38.0	14.3
2010-11	32.6	33.0	25.1	28.0	43.4	18.0
2011-12	37.0	32.0	16.9	18.0	48.4	14.2
2012-13	38.1	34.0	19.1	18.0	54.5	17.8

For a complete review of how we calculated this data please see Appendices 4 and 5.

### **Student Diversity and Demographics, 2008-2012**

The BHS program has been relatively stable from 324 students in 2008-2009 to 319 students in 2011-2012. This represents a 2 percent decrease in student enrollment. The majority of the BHS students are female, 254, versus male, 65, in 2011-2012. Some of the reasons for this slight decline are the economic conditions in South Florida from the Great Recession, as well as, increasing competition from other academic institutions. For example, the community colleges have recently moved from 2 year status to 4 year status.

			Health Administration				
			2008-2009	2009-2010	2010-2011	2011-2012	% Change
Undergraduate	American Indian/Alaskan Native	Female		1	1	2	-
		Male				1	-
		Total		1	1	3	-
	Asian or Pacific Islander	Female	9	11	13	11	22%
		Male	3	6	7	4	33%
		Total	12	17	20	15	25%
	Black (Not of Hispanic Origin)	Female	128	123	111	116	-9%
		Male	23	21	21	22	-4%
		Total	151	144	132	138	-9%
	Hispanic	Female	39	42	46	46	18%
		Male	8	10	11	13	63%
		Total	47	52	57	59	26%
	White (Not of Hispanic Origin)	Female	81	67	60	75	-7%
		Male	27	30	25	23	-15%
		Total	108	97	85	98	-9%
	Non-Resident Alien	Female	5	4	3	3	-40%
		Male					-
		Total	5	4	3	3	-40%
	Not Reported	Female	1	2	1	1	0%
		Male			1	2	-
		Total	1	2	2	3	200%
Total	Female	263	250	235	254	-3%	
	Male	61	67	65	65	7%	
	Total	324	317	300	319	-2%	

### Retention and Graduation Rates

#### How formulas were calculated and interpreted:

The Health Administration (HEAD) department conducted student performance analysis by focusing on Graduation Rates, Retention Rates and Persistence Rates. **Graduation Rate** is the percentage measurement of students who graduated from an initial group of students in a given year. (Graduation Rate = total graduated/initial start group). **Retention Rate** is the percentage measurement showing how many students re-enrolled the following year. (Retention Rate =

total enrolled / initial start group). **Persistence Rate** is the percentage measurement for the number of students who have graduated or are still enrolled. (Persistence Rate = (total graduated + total enrolled)/initial start group)). All rates were tracked for 10 years to give a more encompassing view of student performance. Persistence Rate was brought in to focus rather than Retention rate because once students start to graduate, the retention rate starts to decline.

<b>All Transfers from Florida Public CC (with AA degree or without AA degree)</b>										
<b>HEAD</b>	Number in Class	Number who Graduate			Retention Number			Number who Persist		
		≤ 3 yrs	≤ 4 yrs	≤ 5 yrs	≤ 3 yrs	≤ 4 yrs	≤ 5 yrs	≤ 3 yrs	≤ 4 yrs	≤ 5 yrs
Year Admitted										
2002	40	21	25	28	11	5	4	32	30	32
2003	52	28	34	35	11	4	4	39	38	39
2004	60	30	36	39	10	6	2	40	42	41
2005	53	22	26	29	12	8	4	34	34	33
2006	59	29	36	38	15	6	3	44	42	41
2007	47	22	29	31	11	4	2	33	33	33
2008	42	17	25		15	3		32	28	
2009	36	22			10			32		

<b>HEAD</b>	Number in Class	Percent who Graduate			Retention Percentage			Percent who Persist		
		≤ 3 yrs	≤ 4 yrs	≤ 5 yrs	≤ 3 yrs	≤ 4 yrs	≤ 5 yrs	≤ 3 yrs	≤ 4 yrs	≤ 5 yrs
2002	40	53%	63%	70%	28%	13%	10%	80%	75%	80%
2003	52	54%	65%	67%	21%	8%	8%	75%	73%	75%
2004	60	50%	60%	65%	17%	10%	3%	67%	70%	68%
2005	53	42%	49%	55%	23%	15%	8%	64%	64%	62%
2006	59	49%	61%	64%	25%	10%	5%	75%	71%	69%
2007	47	47%	62%	66%	23%	9%	4%	70%	70%	70%
2008	42	40%	60%		36%	7%		76%	67%	
2009	36	61%			28%			89%		

* Retention shows how many students re-enrolled the following year
* Graduation + Retention = Persistence

### All Transfers from Florida Public CC (with AA degree or without AA degree)

HEAD	Number who Graduate in 10 years					Retention Number in 10 years					Number who Persist for 10 years				
	Year Admitted	≤6 yrs	≤7 yrs	≤8 yrs	≤9 yrs	≤10 yrs	≤6 yrs	≤7 yrs	≤8 yrs	≤9 yrs	≤10 yrs	≤6 yrs	≤7 yrs	≤8 yrs	≤9 yrs
2002	31	31	31	31	32	1	0	0	0	0	32	31	31	31	32
2003	35	38	38	39		4	1	1	0		39	39	39	39	
2004	39	40	40			2	0	0			41	40	40		
2005	29	30				4	2				33	32			
2006	39					2					41				
2007															
2008															
2009															

HEAD	Percent who Graduate in 10 years					Percent Retention for 10 years					Percent who Persist for 10 years				
	Year Admitted	≤6 yrs	≤7 yrs	≤8 yrs	≤9 yrs	≤10 yrs	≤6 yrs	≤7 yrs	≤8 yrs	≤9 yrs	≤10 yrs	≤6 yrs	≤7 yrs	≤8 yrs	≤9 yrs
2002	78%	78%	78%	78%	80%	3%	0%	0%	0%	0%	80%	78%	78%	78%	80%
2003	67%	73%	73%	75%		8%	2%	2%	0%		75%	75%	75%	75%	
2004	65%	67%	67%			3%	0%	0%			68%	67%	67%		
2005	55%	57%				8%	4%				62%	60%			
2006	66%					3%					69%				
2007															
2008															
2009															

#### Analysis of Historical Data

- 1) The yearly range of transfer students who declared HEAD when entering FAU from 2002-2006 and graduated within three years or less was 40-61% with an overall average of 49%.
- 2) Approximately 49-65% of transfer students who declared HEAD when entering FAU graduated in 4 years or less with an average of 60%. Six of the seven years between 2002 and 2008 had rates of at least 60%.
- 3) Approximately 55-70% of transfer students who declared HEAD when entering FAU graduated in 5 years or less with an average of 64%.

- 4) Looking beyond 5 years, (ie. 6-10 years after matriculating at FAU) the data indicates that graduation rates for transfer students who declared HEAD when entering FAU between 2002 and 2006 levels off around year 7 with a range of 57-78% and an average of 68%.
- 5) The data suggest that an additional 5% of undergraduate students will graduate within years 6-10 of starting the program.

In sum, approximately 32% of transfer students who declared HEAD when entering FAU from 2002-2006 did not earn a degree from FAU within 6-10 years.

Approximately 6% of students were still working to complete the degree program after five years and 1% after eight years.

#### Trends:

The Graduation Rates have declined from 2002-2008 in the “3-years or less” metric, but have remained fairly consistent in the 4-yr and 5-yr metric over the same time period. Positive signs for the future are: 1) the 3-year Graduation Rate for 2009 jumped 21% to the highest reading in the eight years that Graduation Rates were available and 2) the most recent Persistence Rate reading in 2009 indicates that 89% of students had either graduated or were still continuing with the program. This is 9% higher than any other reading in the eight years that 3-year Persistence Rates were available. This may be a result of a poor economy where unemployed or underemployed students had the time or were newly motivated (job loss) to increase the number of classes taken, thus increasing graduation rates in 2009.

#### Define population:

The IEA numbers for HEAD caused limitations in analysis as only Transfer students (with AA and without AA) could effectively be tracked by IEA (Institutional Effectiveness and Analysis). Unfortunately, the College of Business’ process of declaring a major does not correlate with metrics designed by IEA for reporting and assessment purposes. Specifically, IEA numbers are lacking because it cannot track FTIC (First Time in College) students in the College of Business. The reason is that in 2007 the FAU College of Business created a requirement that stated all students can only declare a Business major after earning 60 credits. Another limitation is that the IEA system only tracks new students declaring a major. Therefore, IEA could not track College of Business students who initially started at FAU as freshman and declared a major two years later after earning 60 credits.

## **Masters in Health Administration (MHA)**

The Master in Health Administration (MHA) trains future administrators to follow a productive and rewarding career in the healthcare industry. Highly regulated, healthcare continuously changes and makes a difference in people's lives like no other profession. Future health administrators from this program will learn how to be adept at interpreting regulations to continually changing events and circumstances within this booming industry.

The Masters of Health Administration (MHA) degree at FAU, College of Business, is fully accredited by The Association to Advance Collegiate Schools of Business (AACSB) and the Southern Association of Colleges and Schools (SACS).

Master of Health Administration curriculum [click here](#).

### Academic Requirements

The MHA academic requirements group into four categories:

1. Foundation courses
2. Core courses
3. Elective courses
4. Internship

### Foundation courses

The program is a part of the Management department within the College of Business. Graduates of the program will have a decent knowledge of basic business tenets. However, many of our students have taken few or no business courses as undergraduates. In the health administration program we are most interested for you to have a good foundation in accounting and marketing. If you had an introductory financial accounting course and/or an introductory marketing course as an undergraduate, and earned a "C" or better, great, you have almost certainly met one or both of the Foundation Course requirements. If you have not had one or both, we offer introductory versions in the graduate program. Also incoming students can meet the accounting requirement with courses taken at one of our excellent local community colleges.

It is not necessary to have completed this Foundation course requirement before starting the MHA program. However, it is recommended they are taken as soon as possible because they are direct prerequisites for two of the core courses.

### Core courses

Core courses are the heart of the program; there are two varieties: a skills course and several knowledge courses.

The skills course focuses on communication abilities, writing and making presentations. Virtually everyone earning any type of masters degree in the College of Business takes Graduate Business Communications and the organizations that hire our graduates appreciate it. As the name implies, the course is a refresher, or reclamation, of your business writing and presentation skills.

The remaining seven core courses offer knowledge about the culture of the healthcare industry and doing business in the healthcare industry. There are courses in management, marketing and planning, finance, research methods, law, policy, and one that provides a thorough overview of all the pieces that make up the industry. They are listed and described in the University Catalog.

The MHA addresses industry culture and advanced business skills.

#### Electives

The program offers a variety of electives within the MHA program highlighted below. In addition, there is a list of other graduate courses, some in the College of Business, others in Nursing, Public Administration and Social Work that blend nicely with healthcare management, depending upon your personal interests.

#### HSA 6937 - Current Topics in Healthcare Management

This is a online course, taught by a physician who became a lawyer later in life. The course is just what the name implies, a review and in-depth analysis of current trends in the industry. Understand, however, this is not a “ripped-from-the-headlines” popular news course; rather it covers issues that arise and play out over longer periods of time with national effects on healthcare.

#### HSA 6930 - Special Topics

Special Topics are current electives that are available often through Distance Learning (online). Some of these electives are as follows: Global Health, Managed Care, Disaster Management in Healthcare, and Patient Protection and Affordable Care Act. The program hopes to offer two to three electives each semester.

#### Internship

This is a key feature of the program. It is required of most students, anyone who has not had significant management positions (hire/fire authority and budget responsibility) in healthcare organizations for two or more years. Once you have a general idea of the sector of the healthcare industry you find most appealing either you locate, or we help you locate, an organization in that sector here in South Florida. Students spend 15-20 hrs/week working with upper level management in the organization learning about how the organization does business and the

continuing balance between regulation, revenue, and responding to patient needs.

Internships are a one credit class and, in fact, there isn't a formal class meeting. Students doing their internships communicate with the intern coordinator through weekly memos. Internships are typically 15-20 hrs/week, the program and the organizations tend to be very flexible in scheduling to accommodate student's academic schedule.

#### Health Administration's Provost Fellowship

Florida Atlantic University's College of Business is offering merit-based tuition awards to two outstanding incoming Master of Health Administration candidates. Deadline: May 1, 2013.

#### Scholarships

The South Florida Healthcare Executive Forum (SFHEF), Inc. Board of Directors has established the funding of two (2) health management scholarships for 2012. [Click here to view.](#)

#### Certificate in Health Administration

Graduate students can earn a Certificate in Health Administration by taking four courses listed [here](#).

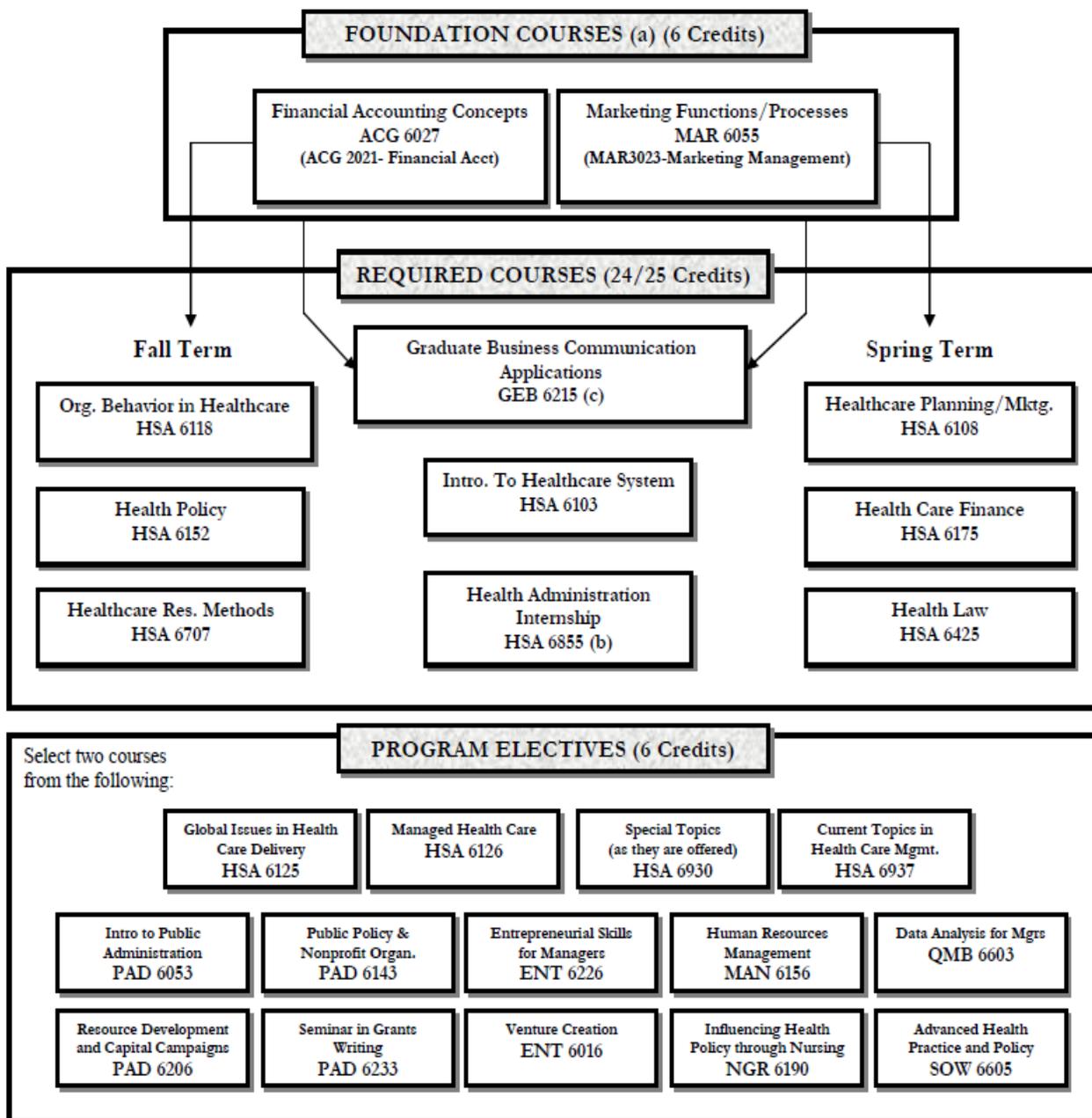
Graduate student must first apply as a Non-Degree Seeking Student and register for course(s) during the appropriate dates assigned by the Registrar's Office. Student should contact a graduate academic advisor for assistance. \*Note: if a student chooses the Certificate option, the courses used to earn the Certificate cannot later be counted toward a Master of Health Administration degree.

Please see the flowchart below for the MHA program.

# MASTER OF HEALTH ADMINISTRATION

College Calculus, Statistics, and Computer Literacy are assumed.

*Minimum 30/31 Hours Required for Graduation*



- (a) Once admitted to the program, the Foundation courses must be taken as outlined above. Foundation courses may be waived if equivalent courses have been taken at the undergraduate level.
- (b) Students who do not have a minimum of two years of supervisory/management work experience in healthcare will take HSA6855 Health Admin Internship (1 credit).
- (c) GEB 6215 must be taken in your first semester unless taking only Foundation coursework.

**Student Diversity and Demographics, 2008-2012**

The MHA program has seen a healthy increase in enrollment from 56 students in 2008-2009 to 68 students in 2011-2012, a 21 percent increase from 2008-2012. From 2008-2012, there were 261 students enrolled in the MHA program.

Graduate	American Indian/Alaskan Native	Female				1	1	-
		Male						-
		Total				<b>1</b>	<b>1</b>	-
	Asian or Pacific Islander	Female	1	2	2	1	0%	
		Male	1	2	1	4	300%	
		Total	<b>2</b>	<b>4</b>	<b>3</b>	<b>5</b>	150%	
	Black (Not of Hispanic Origin)	Female	9	8	12	15	67%	
		Male	2	5	4	3	50%	
		Total	<b>11</b>	<b>13</b>	<b>16</b>	<b>18</b>	64%	
	Hispanic	Female	4	6	7	4	0%	
		Male	2	2	2	2	0%	
		Total	<b>6</b>	<b>8</b>	<b>9</b>	<b>6</b>	0%	
	White (Not of Hispanic Origin)	Female	19	22	29	22	16%	
		Male	13	10	14	14	8%	
		Total	<b>32</b>	<b>32</b>	<b>43</b>	<b>36</b>	13%	
	Non-Resident Alien	Female	4	2	5	1	-75%	
		Male	1		1	1	0%	
		Total	<b>5</b>	<b>2</b>	<b>6</b>	<b>2</b>	-60%	
	Not Reported	Female					-	
		Male					-	
		Total					-	
Total	Female	37	40	56	44	19%		
	Male	19	19	22	24	26%		
	Total	<b>56</b>	<b>59</b>	<b>78</b>	<b>68</b>	21%		

### **Advising Procedures**

After a student is admitted to the MHA program the student will contact Student Academic Services (Graduate Advising) to review undergraduate coursework. Advisor will review where the student will begin in the program (GEB 6215 should be the first core class to be taken).

Located on the Boca Raton campus (FW 101), the COB Graduate Studies departmental staff is available to answer questions on the College's traditional graduate programs. Below is a list of staff and their alphabetical assignment for currently enrolled students. It is recommended that you contact your academic advisor directly to make an appointment.

### **Graduate Internship**

MHA students who do not have health care work experience or who desire more experience in the profession may take the Graduate Internship Course HSA 6855. Please see the syllabus below for more information.

HSA 6855 – 001

CRN 21336

Health Administration Internship

Fall 2013

Class Location: At approved site/facility

Class Meeting Time: Determined by Preceptor

Professor Information

Dr. Dennis S. Palkon

Fleming, Room 311

[dpalkon@fau.edu](mailto:dpalkon@fau.edu)

561-297-3208

#### Graduate Assistant Information

Nicole Helmy  
Fleming 310  
[nhelmy@fau.edu](mailto:nhelmy@fau.edu)  
561-297-3198

#### Office Hours

Thursday, 2-6pm  
Friday, 3-5pm

#### Required Text and Materials

The Wall Street Journal

#### Course Description

Perhaps one of the most important courses in the Masters of Health Administration (MHA) Program is the Health Internship (HI). The HI is an internship wherein students are encouraged to practice much of what they have learned in previous academic classes and discussions. HI allows students to engage in a one semester project at a health care facility and work with a health care provider and FAU health administration faculty.

Internship requirement for M.H.A. candidates: Work 15-20 hours per week in an organization that diagnoses, produces products for, treats, or cares for frail, sick, or injured people, or makes grants to or pays for care in such organizations. During the internship, conduct a project on a subject of use to the organization.

#### Course Prerequisites and Credit Hours

Prerequisite: HSA 6103 (3 credits)

HSA 6855 is 1-3 credits

According to Florida State Statute 6A-10.033, students must spend a minimum 2,250 minutes (37.5 hours) of in class time during a 3-credit course. Additionally, students enrolled in a 3-credit course are expected to spend a minimum of 4,500 minutes (75 hours) of out-of-class-time specifically working on course-related activities (i.e., reading assigned pieces, completing homework, preparing for exams and other assessments, reviewing class notes, etc.) and fulfilling any other class activities or duties as required.

### Academic Service-Learning

Due to the nature of the course content, this course is designated as an “Academic Service-Learning (A S-L) Project” course. The assistance you provide to the agency/organization during your A S-L experience is a service to the community and will allow you to apply knowledge from the course to local, national, and/or global social issues. The community that you are involved with during your internship should benefit from your contributions by the activities you will work on in your internship agency/organization. Throughout this course you will be participating in A S-L activities while demonstrating civic engagement at campus, local, national, and/or global community levels. You will also reflect on your Academic Service-Learning experience and the impact on the community as well as your professional development.

To receive Academic Service-Learning notation of hours on your transcript, your hours must be logged electronically through NobleHour, [www.noblehour.com](http://www.noblehour.com), while completing your Academic Service-Learning project. Also, pre-assessment and post-assessment surveys through Survey Monkey are required to be taken by A S-L students. Please visit the Weppner Center for Civic Engagement & Service website, [www.fau.edu/volunteer](http://www.fau.edu/volunteer), for instructions on how to log hours through NobleHour and the links for the surveys. Once your hours have been approved and both surveys have been completed, you will receive an Academic Service-Learning notation on your transcript.

### Course Learning Objectives

The internship student enters the health care facility as a “learner” and supervised member in a health care facility. This Academic Service-Learning Project should encourage students to make decisions under the supervision of a preceptor and benefit from an actual experience in a health care setting in a structured management role.

Some students will arrange an internship emphasizing management tasks, supervision and/or revision of existing health care services; others will seek internships in planning, law, research

and/or marketing. The following goals are presented to guide the student through their Academic Service-Learning Project. At the conclusion of the internship each health administration student will have accomplished the following:

Completed a management and/or research project during one academic semester that will benefit the health care facility and serve as a learning experience for the student.

Expanded their analytical and managerial skills through collaboration with practicing health care administrators and the faculty advisor, as well as a comprehensive review of the health administration literature.

Demonstrated their analytical and managerial skills through collaboration with practicing health care administrators and the faculty advisor, as well as a comprehensive review of health administration literature.

Identified the mission, goals and values of the health care facility serving as the internship site, as well as the facility's relationship to other health care facilities in that area.

Collected data and conducted analysis of data as essential steps in the problem solving process.

Identified and observed how healthcare administrators work together as a team within the internship facility site.

Practiced verbal, listening, and writing skills in one-to-one encounters as well as formal presentations to individuals or groups.

Chronicled relevant articles from the Wall Street Journal to understand issues and trends in health care and business.

The accomplishment of these goals will occur through the weekly experience at the health care facility; the individual meetings with the preceptor and facility; the class seminars; and the library research time.

### The Selection of Health Facilities and Preceptors

The following criteria are considered important in the selection of preceptors and/or health care facilities.

The philosophy of professional practice or service within the health care facility must be compatible with the educational objectives and ethical concerns of the Health Administration Program as well as the objectives relating to the individual learner.

The health care facility must be in good standing in the community.

The preceptor must possess either a Bachelor's degree with an established record of achievement or a Master's degree (or above) or an interest in serving as a preceptor for a student.

Health care facilities and the preceptors must be willing to provide the student with an assigned space to conduct the activities of the project during the scheduled work time. Needed resources should be identified and planned for as early as possible to ensure a successful project

#### Written Assignment Guidelines

Students must submit all materials in a typed format using double spaced lines. Each assignment should follow the format of the Publication Manual of the American

Psychological Association (latest edition).

#### Internship Assignments

The health internship assignment of health administration students will be to complete a selected Academic Service-Learning Project, which will be pragmatic, helpful to the agency, and to the community. This A S-L Project will be completed in one academic semester. The Academic Service-Learning Project should not be so cumbersome and/or unrealistic that the health administration student lacks sufficient time to properly understand and learn from the health internship experience. The primary purpose of the health internship is to be an educational experience for the MHA student. The needs of the community will be addressed by having the student complete relevant and timely activities and/or work deemed necessary and beneficial by the health care facility during their A S-L Project. Generally, the more a student puts into the health internship, the more he/she will get out of it.

#### Journal of Current Readings

Students should organize and compile a journal of current health care readings during the semester. Students are encouraged to subscribe to the Wall Street Journal (WSJ). The WSJ is selected because it represents a business approach for understanding health care. In addition, students can learn to write well and understand the current health care environment by reading

one of the better written newspapers. It is important to properly reference all materials! The Academic Service-Learning Project

The Academic Service-Learning Project is an activity requiring planning, the collection of data, analysis, final design, and final product delivery by the student. The A S-L course project should provide the healthcare organization with a product, something that will help them operate better or fill a need. The Academic Service-Learning Project should also include your reflection discussing your perceptions of your service, contribution(s) to the internship facility/organization, and the impact that your work had for the internship facility/ organization and the community. Past A S-L Projects included the following:

As part of a multi-occupational team, the analysis of emergency department through-put data and preparation of recommendations of procedure changes to reduce a patient's time in the ED.

Rewriting a non-profit organization's membership directory. This project has many variations, a public health department's annual report, a for-profit hospital's patient guide, creation of a public relations type presentation that hospital officials can use to familiarize their service area about their cancer center and clinical cancer research activities, etc.

Helping a rehabilitation hospital define the best use and appropriate procedures for the scheduling and use of a new piece of equipment.

Gathering the differing procedural policies of different parts of a large primary care center and combining them into a single set of organization-wide policies. This also has several variations including designing and establishing a data base containing all of an organization's vendor contracts and doing a similar task for a home health agency's patient disposition records.

Defining and collecting the pertinent information to support a proposal to change the staffing mix in a hospital ICU, preparing the formal proposal document and presenting the proposal to the hospital's executive team. Again, there are variations: assisting in the design and initial vendor negotiations for the development of a new hospital service and developing the protocols and draft contract for a not-for-profit primary care clinic organization to staff and operate a set of walk-in clinics by for a local retail outlet.

#### Academic Service-Learning Hours

Health internship students will submit a weekly accounting of the hours that they have spent on the Academic Service-Learning Project. A general rule of thumb is 15-20 hours per week for the internship, however, some students may end up devoting more time and thus, these hours should

be documented. The total number of Academic Service-Learning hours is recognized on one's transcript, much like for students who have completed volunteer hours.

### Reflection

You will reflect on your Academic Service-Learning Project during your internship through your monthly memos (brief discussion of what you have been doing) and your Academic Service-Learning Project paper (written paper about what you set out to do and the end results). This reflection will include the link with the goals of the internship, your personal impressions and personal development, and your professional development, respectively. You're A S-L project paper will include a separate section entitled, "Reflection", discussing your perceptions of your service, contribution(s) to the internship facility/organization, and the impact that your work had for the internship facility/organization.

### Grading Scale

93-100	A	58-59	D-
90-92	A-	Below 57	F
88-89	B+		
83-87	B		
80-82	B-		
78-79	C+		
70-77	C		
67-69	C-		
64-66	D+		
60-63	D+		

## Course Evaluation Method

Monthly Memos (Academic Service-Learning)

20 points

Brief discussion on what you have been doing

B. Academic Service-Learning Project Paper

25 points

Written paper reflecting what you set out to do and the end results. References should accompany paper.

C. Wall Street Journal Portfolio

25 points

A compilation of 25 (minimum) healthcare related articles with short summary (one half to one page for each article).

Academic Service-Learning Project

20 points

You need to register with NobleHour.com and record your hours. There will be a pre and post evaluation.

Supervisor's Evaluation

10 points

Written and/or verbal evaluation of your work by your supervisor to the professor.

Total

100 points

## Additional Course Policies

### Late Assignments

Assigned papers and work that is late will not be accepted. Students will not be penalized for absences due to participation in University-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities. Reasonable accommodation will be made for students participating in a religious observance. Grades of Incomplete (“I”) are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances.

### Attendance Policy

Students must intern 15-20 hours per week at the selected Health Care site/facility.

### Student E-Mail Policy

Effective August 1, 2004, FAU adopted the following policy:

“When contacting students via e-mail, the University will use only the student’s FAU e-mail address. This will ensure that e-mail messages from FAU administration and faculty can be sent to all students via a valid address. E-mail accounts are provided automatically for all students from the point of application to the University. The account will be disabled one year post-graduation or after three consecutive semesters of non-enrollment.”

### E-Mailing your Professor

Please use your FAU account when e-mailing your instructor. If you use a personal e-mail account (e.g., hotmail, yahoo, g-mail, etc.) your instructor will not know whether the message is junk mail, and therefore, will not respond. FAU e-mail is considered by the university to be official communication, and you should therefore address your instructor appropriately (e.g., Dear Dr. or Professor), sign your name, and use a respectful tone. Instructors will not respond to e-mails that do not address them directly, and/or are not signed, and/or are not sent from your official FAU e-mail address.

### Anti-plagiarism Software

Written components of any assignment or project may be submitted to anti-plagiarism software to evaluate the originality of the work. Any students found to be submitting work that is not their own will be deemed in violation of the University's honor code discussed above.

## Course Outline

Monthly Memos (Academic Service-Learning) – E-mail each memo at the end of each month

B. Academic Service-Learning Project Paper – Hand in Hard Copy Paper (need references) minimum 10 pages by November 28, 2013 or receive an Incomplete.

C. Wall Street Journal Portfolio – Hand in Hard Copy by November 28, 2013 or receive an Incomplete.

Academic Service-Learning Project – Submit all hours by deadline (TBA). You can add in future hours, but observe deadline date. Please refer to the NobleHour Student Guide for directions. Any problems with NobleHour, contact Nori Carter ([ncarte10@fau.edu](mailto:ncarte10@fau.edu)) or Dwayne Manuel ([dmanuel3@fau.edu](mailto:dmanuel3@fau.edu)).

E. Supervisor's Evaluation – Evaluation due by December 5, 2013, 2013

**\*\*LAST DAY TODROP A COURSE OR WITHDRAW WITHOUT RECEIVING AN "F" IN THE COURSE- October 18, 2013\*\***

## Selected University and College Policies

### Code of Academic Integrity Policy Statement

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student

enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

#### Disability Policy Statement

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute coursework must register with the Office for Students with Disabilities ([OSD](#)) – in Boca Raton, SU 133, (561) 297-3880; in Davie, MOD 1, (954) 236-1222; in Jupiter, SR 117, (561) 799-8585; or, at the Treasure Coast, CO 128, (772) 873-3305 – and follow all OSD procedures.

#### Religious Accommodation Policy Statement

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments. For further information, please see [Academic Policies and Regulations](#).

#### University Approved Absence Policy Statement

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities. It is the student's responsibility to notify the course instructor at least one week prior to missing any course assignment.

#### College of Business Minimum Grade Policy Statement

The minimum grade for College of Business requirements is a "C". This includes all courses that are a part of the pre-business foundation, business core, and major program. In addition, courses that are used to satisfy the university's Writing Across the Curriculum and Gordon Rule math requirements also have a minimum grade requirement of a "C". Course syllabi give individualized information about grading as it pertains to the individual classes.

#### Incomplete Grade Policy Statement

A student who is passing a course, but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor, but is allowed only if the student is passing the course.

The specific time required to make up an incomplete grade is at the discretion of the instructor. However, the College of Business policy on the resolution of incomplete grades requires that all work required to satisfy an incomplete ("I") grade must be completed within a period of time not exceeding one calendar

year from the assignment of the incomplete grade. After one calendar year, the incomplete grade automatically becomes a failing (“F”) grade.

#### Withdrawals

Any student who decides to drop is responsible for completing the proper paper work required to withdraw from the course.

#### Grade Appeal Process

A student may request a review of the final course grade when s/he believes that one of the following conditions apply:

There was a computational or recording error in the grading.

Non-academic criteria were applied in the grading process.

There was a gross violation of the instructor’s own grading system.

The procedures for a grade appeal may be found in [Chapter 4 of the University Regulations](#).

#### Disruptive Behavior Policy Statement

Disruptive behavior is defined in the FAU Student Code of Conduct as “... activities which interfere with the educational mission within classroom.” Students who behave in the classroom such that the educational experiences of other students and/or the instructor’s course objectives are disrupted are subject to disciplinary action. Such behavior impedes students’ ability to learn or an instructor’s ability to teach. Disruptive behavior may include, but is not limited to: non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor’s expectations for classroom conduct.

#### Faculty Rights and Responsibilities

Florida Atlantic University respects the right of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions which do not impede their exercise. To ensure these rights, faculty members have the prerogative:

To establish and implement academic standards

To establish and enforce reasonable behavior standards in each class

To refer disciplinary action to those students whose behavior may be judged to be disruptive under the Student Code of Conduct.

## Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis

### Strengths

- Strong, Evolving, Relationships with the MBA , Executive MBA Program and the MPA.

There are a growing number of MBA, Executive MBA and MPA students who are seeking the Certificate in Health Administration or Specialist in Health Administration (12 credits). Some of these candidates are health care professionals, but most are those seeking to get some education in the Health Care area. Some of these students have also desired to do both the MBA and MHA degrees.

- Robust MHA Course Offerings

In the past because of limited offerings, MHA students took 5 to 6 semesters to complete their degrees. Currently, students can complete the MHA in 3 or 4 semesters instead of 5 to 6.

- Strong Relationships with the College of Nursing

We have a strong relationship with the Masters of Science in Nursing Administration and Financial Leadership (MSN). A number of Master and some Doctoral Nurse candidates take a number of our courses primarily, HSA 6103 Introduction to Health Care Systems and HSA 6175 Healthcare Finance, as well as our electives. Because of this we can offer a number of courses every semester, making it easier for more students to enroll and to complete their degree earlier.

- Strong Connection with Health Care Professional Groups

We are a member of the ACHE Higher Education Network. We compete in the national ACHE student essay competition and since 2011-2012 have always had undergraduate and graduate teams in the South Florida SFHEF Case Competition. This allows our students to interact with health care leaders and peers from other graduate programs.

We also encourage our students to join the following organizations:

1. ACHE, American College of Healthcare Executives
2. MGMA, Medical Group Management Association
3. HFMA, Healthcare Financial Management Association
4. APHA, American Public Health Association
5. ACMPE, American College of Medical Practice Executives

- Distance Learning

Both BHS and MHA programs have begun to offer a significant number of courses online.

In Summer 2012, the BHS program started offering its first two classes online. These were an instant success and classes closed within one week. Almost the entire BHS degree program can be taken online within the first year of offerings via OBBA (Online Bachelor in Business Administration) program.

The MHA program started offering some online courses earlier than the BHS and these courses have proven to be highly popular and helpful for our students.

- eLearning Training

FAU is fortunate to have a Center for eLearning. A number of full-time and part-time faculty have completed their training and other faculty are scheduled to complete training in the future. This is a requirement for teaching online and it has proven to be helpful for both faculty and for student learning.

- Ability to Help MHA students obtain Graduate Assistantships and Provost Fellowships

The Director has been successful in obtaining four Provost Fellowships for the past three years and he has helped place a number of MHA students in Graduate Assistantships.

- Clear Communication with BHS, MHA Students via Emails and Meetings

The Director has been successful in sending bi-weekly emails regarding program and professional information in Health Administration. Students are also visited by the Director in nearly all classes to answer questions about the program. (Copies of everything emailed to the students are sent to Faculty and Friends of the program).

- Academic Service-Learning

The Health Practicum (BHS) and Health Internship (MHA) both are designated Academic Service-Learning courses. This designation is very important as the time and effort of our student's contributions to the health care community are recognized on their transcripts.

### Weaknesses

- Program is More like a Department within a Department

As the health administration program continues to grow, the program might be better served if it was a full functioning department with clear-cut budget and lines of authority. While relationships between the Chair of Management and the Director of Health Administration are solid and good, sometimes Health Administration faculty try to go around the Director to the Chair. This can result in strained relationships.

- Faculty Fragmented Geographically

Two of the seven full-time faculty are headquartered at the Davie campus. This decreases collegiality and the centeredness of the program. Health Administration faculty on the Boca campus have a strong sense of camaraderie and spend a lot of face time on campus to engage with other faculty and students.

- Lack of Health Informatics at the Graduate Level

With the increasing popularity and necessity for electronic health records (EHR), there is a great need to have a graduate course(s) in Health Informatics. The greatest problem is finding qualified faculty to teach it. Doctoral programs teaching the subject are sparse.

- Funded Research is Low

Although, Health Administration faculty have been active in scholarly research and creative activities, there is very little funded research. Research is not bringing revenue into the University as it could be.

- Paucity of Scholarships

While being housed in the College of Business has created scholarship opportunities for our students, unique scholarships solely for Health Administration students could be greatly increased. (One positive note is the former Director's death has resulted in his family's creation of a scholarship in his name, Dr. Robert Hayes Memorial Scholarship Endowment for Health Administration students). While this is admirable, more needs to be done in this area.

- A Lack of Accurate Outcome Data

There is no solid, accurate outcome data for Health Administration students and graduates of the program. Although anecdotal data and contact with various alumni illustrate a good number of our BHS and MHA students are employed in the field, we do not have complete, accurate, solid data regarding employment and or graduate study. One advantage we have versus other programs is a number of our students already work in the health care field and return to school to obtain their degree.

## Opportunities

- MHA Market Rate Program

This will allow the MHA to compete with other market rate MHA programs in the state, nationally and internationally. The MHA program has had a good number of health care professionals, namely, doctors, pharmacists and health care administrators who are seeking the MHA. We anticipate a strong demand for our MHA.

- Affordable Care Act (ObamaCare)

The recent passage and implementation of this legislature will heighten everyone's awareness of the importance and necessity of understanding health care. We are situated program-wide to accept qualified candidates for BHS and MHA degree programs and various certificates.

- Potential Collaborative Partnerships with Schools in the Caribbean

This is a twofold opportunity: Firstly, partnering with major universities in the Caribbean, for example, the University of the West Indies. Secondly, marketing online for Caribbean students, and others, seeking to earn an MHA.

- Offer Health Economics Course(s)

Since we have two faculty who possess graduate degrees in Economics, we could offer a graduate course(s) in Health Economics. This might strengthen the current MHA degree.

### **Threats**

- Relatively Low Barriers to Entry

There are relatively low barriers to offer Health Administration courses and/or programs, especially at the undergraduate level. There are a number of for-profit colleges that are offering Health Administration and/or Health Services courses in our area. Recently, the move in Florida for 2-year community colleges to become 4-year colleges, with their lower tuition fees, has slightly impacted our market share. These programs are attracting students who otherwise would go to FAU.

- Rising Cost of Education

As everyone knows the cost of education has been rising significantly in the past several years. The risk-reward ratio of higher education at universities today is being questioned by students and their families and if jobs are not available, students may consider other options and/or majors.

- Proliferation of Open-Admissions Online Programs

A number of graduate and some undergraduate programs in Health Administration have open-admissions, where no standardization testing is required. A number of students may not test well in standardized tests, and/or do not desire to take these tests. Requiring standardized tests such as the GRE or GMAT reduces the number of MHA applicants.

### **Vision**

In the future, the Health Administration program needs to obtain additional tenure-track faculty. Areas of interest would be Health Strategy and Planning, Health Informatics, Gerontology, and/or Public Health. Obtaining faculty with the ability to generate funded research would also be a positive.

Currently, six faculty (1 full-time and 5 adjuncts) are qualified to teach undergraduate courses online in the OBBA and MHA program. It would be helpful for the long-range goals of the program to have more faculty complete the eLearning training.

The Health Administration program has desires to increase its relationships with health care professional associations in order to help students understand the work world of health care. In addition, the program needs to retain and to obtain more affiliation agreements for practicum and internships for our students. This should help ensure potential job placements.

The Health Administration program would like to increase the amount of scholarships available for both the BHS and MHA students. The Health Administration program also wants to create a solid outcome evaluate of our BHS and MHA program in order to judge its success.

The Health Administration program wants to continue competing in local and National Case Competitions in order to allow our students the opportunity to practice what they have learned in class and to accomplish successes. In addition, we desire to continue to have our faculty perform at high levels of teaching, research and service.

#### Research and Creative Activities

A number of our faculty publish regularly in scholarly journals, and contribute to National publications and conferences. For example, numerous presentations are delivered at international, National, and regional health care venues.

#### **Service and Community Engagement Summary**

Indeed, the Health Administration program has an extremely service-focused culture. We continually discuss as a group which involvement will lead to key variables such as:

- a) continued student recruitment among industry leaders
- b) continued recognition as a program of excellence among industry leaders
- c) continued presence within top academic conferences to showcase our research
- d) continued presence and involvement with any and all university- or college-wide initiatives that show our role as a collegial and supportive program to the overall university mission

The Health Administration Program is one of the most service-oriented programs within the entire college and university based upon per faculty member output. Our Health Administration Practicum in the BHS program and our Internship in the MHA program are perhaps the only two, continuous academic service-learning courses in the college in which students receive academic service-learning hours on their transcripts. In addition, the Health Administration Program strongly encourages its students to volunteer in various health care agencies and projects before their Practicum and/or Internship.

In addition, our full-time faculty and adjunct faculty both serve on a variety of health care related committees and/or projects. (Please see Appendix 1 for some of the more noteworthy services of our full-time faculty).

## **Appendix 1-Abbreviated Curriculum Vitae of Health Administration Faculty**

Dr. Dennis S. Palkon, Professor and Director, Tenured

Dr. John A. Valentine, Professor, Tenured

Dr. Elizabeth Goodrick, Associate Professor, Tenured

Dr. Patrick Bernet, Associate Professor, Tenured

Dr. Gulcin Gumus, Assistant Professor

Dr. Lawrence Newmann, Instructor

Dr. Alan Whiteman, Visiting Instructor

The abbreviated CV's now follow.

## **Abbreviated Curriculum Vitae**

**Dennis Palkon**

[dpalkon@fau.edu](mailto:dpalkon@fau.edu)

Professor and Director

Abbreviated Curriculum Vitae

### **EDUCATION:**

Post Doctoral Work, University of Pittsburgh, 1978-1979

Ph.D., University of Pittsburgh, 1977

M.P.H., University of Pittsburgh, 1976

Virginia Commonwealth University, 12 credits towards M. Ed., 1974

M.S.W., Virginia Commonwealth University, 1973

B.S., Villanova University, 1971

### **SCHOLARLY ACTIVITY:**

2009-2013

700 plus weekly research reviewed articles for Barron's, Barron's Weekly Review, (Dow-Jones).

150 plus weekly research reviewed articles for Wall Street Journal, (Dow-Jones).

Health Care Business and Policy Weekly Reviewer, (Dow-Jones).

### **PROFESSIONAL ACTIVITIES:**

Executive Editor, Hospital Topics, Routledge, Taylor and Francis Group.

Member, Editorial Boards, Social Work in Public Health (formerly, the Journal of Health and Social Policy) and Healthcare Financial Management Association.

Reviewer for 3 journals (ad hoc basis).

Reviewer for several publishers regarding Health Administration books and projects.

### **COURSES TAUGHT:**

HSA 3111 Health Delivery Systems

HSA 4170 Health Care Financial Management

HSA 4817 Health Practicum

HSA 4905 Direct Independent Study

HSA 6855 Health Administration Internship

HSA 6930 Special Topics

**John Alexander Valentine, Ph.D.**

[valentin@fau.edu](mailto:valentin@fau.edu)

Professor of Management/Health Administration

Abbreviated Curriculum Vitae

**EDUCATION:**

University of Pennsylvania Wharton School of Business	Ph.D. 1989
University of Pittsburgh Graduate School of Public Health	M.P.H. 1979
University of Pittsburgh Katz Graduate School of Business	1973
University of Pittsburgh Graduate School of Social Work	M.S.W. 1969
New College Edinburgh University (Edinburgh, Scotland)	1966-67
Capital University	B.A. 1966

**PROFESSIONAL ACTIVITIES:**

Fellow, American College of Healthcare Executives  
Board Certification, American College of Healthcare Executives  
President of the Board, Advent Square Assisted Living Center  
Board Member, Advent Square Independent Seniors Living  
Board Member, Northeast Focal Point Children, Adult, Seniors, and Alzheimer Center  
Board Member, Sunsport Gardens Resort  
Member, NEFP CASA Strategic Planning Preschool Committee  
Member, South Florida Bioethics/Health Law Working Group  
Chair, College of Business Strategic Planning Committee  
Member, FAU Strategic Planning Biotechnology Theme Working Group  
Member, FAU Faculty Senate

**COURSES TAUGHT:**

HSA 6108 Health Care Strategy, HSA 6152 Health Policy, HSA 4870 Health Practicum, HSA 4140, and Health Planning

**Doctoral Dissertation Committees**

Neil Morton (Information Technology and Operations Management Department)  
John Silver (College of Nursing)

**ELIZABETH GOODRICK**

[goodrick@fau.edu](mailto:goodrick@fau.edu)

Associate Professor of Health Care Management

**EDUCATION:**

Ph.D., University of Illinois at Urbana-Champaign, May 1992

A.B. , University of Illinois at Urbana-Champaign, January 1980

**SCHOLARLY ACTIVITY:**

2007-2013

5 Peer reviewed Journal articles

17 Peer reviewed Conference Proceedings/Presentations

1 Editorial Board Membership of Academic Journals

Reviewer for 17 journals (ad hoc basis)

Reviewer for annual Academy of Management Meeting; Southern Management Association Meeting;

**PROFESSIONAL ACTIVITIES:**

Chair, Research Committee, Health Care Management Division, Academy of Management

Co-organizer of Health Care Management Doctoral Student and Junior Faculty Consortium, Academy of Management

Chair, discussant, and participant in professional development activities and conferences

Member of Business First Team, Greater Fort Lauderdale Chamber of Commerce

**COURSES TAUGHT:**

Organizational Behavior in Healthcare

Planning in Health Organizations

Health Care Organization and Administration

Health Practicum

Patrick Bernet  
pbernet@fau.edu  
Associate Professor  
Abbreviated Curriculum Vitae

EDUCATION:

Ph. D, Temple University, 2004

MBA, MS, Temple University, 1993

BS, SUNY Albany, 1981

SCHOLARLY ACTIVITY:

2007-2013

16 peer reviewed journal articles

27 Conference or professional group presentations

4 academic book chapters

Reviewer for 5 journals (ad hoc basis)

Reviewer for 4 grant-giving organizations

Undergraduate Teaching Award, 2010.

Excellence in Undergraduate Teaching. 2007.

Best Paper Award Journal of Public Health Management and Practice. 2007.

PROFESSIONAL ACTIVITIES:

American Public Health Association

Methods Committee Member, Public Health Law Research

Review Panel Member, Gillings Innovation Labs, Gillings Foundation.

Review Panel Member, Public Health Practice Based Research Networks,

Regularly consult for public health department in many states.

COURSES TAUGHT:

Healthcare Financial Management, Health Research, and Introduction to Healthcare Systems

**GULCIN GUMUS, Ph.D.**  
Assistant Professor of Management Programs  
[ggumus@fau.edu](mailto:ggumus@fau.edu)  
Abbreviated Curriculum Vitae

**EDUCATION:**

Ph.D. in Economics, Cornell University, 2002.  
M.A. in Economics, Cornell University, 2001.  
B.Sc. in Economics (Summa cum Laude), Middle East Technical University, Turkey, 1997.

**SCHOLARLY ACTIVITY:**

***2007-2013***

9 peer reviewed journal articles  
2 academic book chapters  
11 peer reviewed conference presentations

**RECENT PRESENTATIONS:**

Annual International Conference on Health Economics, Management & Policy, Athens, Greece, 2013.  
Biennial Conference of the American Society of Health Economists (ASHE), Minneapolis, MN, 2012.  
World Congress of the International Health Economics Association (iHEA), Toronto, Canada, 2011.  
Biennial Conference of the American Society of Health Economists (ASHE), Ithaca, NY, 2010.

**PROFESSIONAL ACTIVITIES:**

Research Fellow, IZA, Institute for the Study of Labor, Bonn, Germany, July 2004 - present.  
Reviewer for journals (ad hoc basis): Economic Inquiry; Entrepreneurship Research Journal;  
European Journal of Health Economics; Health Economics; Journal of Economic Dynamics and Control;  
Journal of Population Economics.  
International Health Economics Association (iHEA), Ninth World Congress in Sydney, Australia,  
Member of the Scientific Committee, 2013.  
European Conference on Health Economics (ECHE) in Zurich, Switzerland, Member of the Scientific  
Committee, 2012.  
International Health Economics Association (iHEA), Eighth World Congress in Toronto, Canada,  
Member of the Scientific Committee, 2011.  
American Society of Health Economists (ASHE), Third Biennial Conference in Ithaca, NY, Member of  
the Scientific Committee, 2010.

**COURSES TAUGHT:**

Health Economics & Policy; Health Research Methods; Healthcare Finance

**Lawrence J. Newmann, DPM**

[lnewma10@fau.edu](mailto:lnewma10@fau.edu)

Instructor of Management Programs in the College of Business  
Abbreviated Curriculum Vitae

**EDUCATION:**

Doctor of Podiatric Medicine  
Illinois College of Podiatry, June 1967

**SCHOLARLY ACTIVITY:**

2007-2013  
2 Authored articles for the Academy of Ambulatory Foot Surgery  
Reviewer for Pearson Publications, Medical Terminology by Rice, Ver. 7  
Submitted questions for Board of Examiners, 2008-2010  
Assisted Librarian in journal choosing for Boca Raton Regional Hospital

**PROFESSIONAL ACTIVITIES:**

Private Podiatric Medical-Surgical Practice Boca Raton  
Member, American Podiatric Medical Association -- 1968 – present  
Life member, Florida Podiatric Medical Association, 1968 – present  
Chairman, Ethics Committee, Florida podiatric medical Association, 2008 – 2010  
Attend Florida Podiatry Medical Association conventions annually

**COURSES TAUGHT:**

Healthcare Medical Terminology; Introduction to Health Professions

Alan S. Whiteman  
[awhitema@fau.edu](mailto:awhitema@fau.edu)  
Visiting Instructor, Health Administration Programs  
Abbreviated Curriculum Vitae

EDUCATION:

Ph.D., Walden University, Health Services, May 1993  
MBA, Wayne State University, Management, May 1975  
BA, Michigan State University, Health Facilities Management, June 1967

SCHOLARLY ACTIVITY:

2007-2013  
2 Peer reviewed Journal articles  
1 Trade journal article  
9 Peer reviewed presentations  
4 Non-peer reviewed professional presentations  
1 Contributing editorship  
2 Books  
1 Book chapter  
Reviewer for publisher (ad hoc basis)

PROFESSIONAL ACTIVITIES:

Life Fellow, American College of Medical Practice Executives Board Member, South Florida Healthcare Information Initiative (RHIO); Standard & Poor's Society of Industry Leaders; Past Presidents' Council, Board of Directors, Florida Medical Group Management Association; Board Member-At-Large, Board Member/Treasurer, Medical Group Management Association South-Florida Chapter; Essay Examiner, American College of Medical Practice Executives; Member, University Relations Advisory Committee, Medical Group Management Association; Member, Regent's Advisory Council, American College of Healthcare Executive's Southern Florida Division.

Attendance at professional development conferences/workshops; consulting for hospitals, medical group practices, medical school faculty practice plans and other healthcare organizations

COURSES TAUGHT:

Health Care Finance, Managed Care, Organizational Behavior, Special Topics, Health Delivery Systems, Introduction to Health Professions, Health Care Organizations & Administration.

## Appendix 2

### BHS Peer Programs

#### University of Central Florida Bachelor of Health Services Administration

The mission of the Bachelor of Science in Health Services Administration program is to educate and prepare a diverse student body for entry-level health care positions in a variety of health care organizations. These positions range from acute care to long-term care, and from medical group practices to insurance companies. Health Services Administration students will learn to apply the fundamental skills, knowledge, and abilities needed to successfully function as effective, entry-level health care administrators. This program will also prepare students for study in advanced degrees in Health Services Administration or related disciplines.

#### **Overview**

The undergraduate health services administration program at UCF is an upper-division professional curriculum leading to a bachelor of science degree. It is not a limited-access program. The degree program is designed for those desiring to gain entrance into health services administration field. Many diverse clinical professionals may find this degree program helpful in bridging the business or managerial side of the health industry with their clinical orientation. These professionals are often registered nurses, respiratory therapists, EMTs, radiographers, medical laboratory technologists, dental hygienists and others holding an A.S. or licenses that are recognized nationally. Students without a background in the health-care industry can also be accommodated to build a foundation in health services administration to enter the industry.

It is recommended that students entering the program determine their interests in the industry promptly. Analogous to a business degree in some ways, students must plan their career since the industry has a diverse number of options. The program recommends that students have a personal computer and modem with Microsoft Office professional software.

Undergraduates include both first-time-in-college students and non-traditional students, such as **Billie Norczyk** (Health Services Administration, '07) who completed her bachelor's degree when she was 64 years old.

For information on prerequisites, admission requirements and the official program of study, please refer to the [\*UCF Undergraduate Catalog\*](#).

#### Internships

The Health Services Administration Undergraduate Internship is a required course within the Bachelor of Science in Health Services Administration program. This course requires students to think critically about real-world issues and apply what they have learned in their course work to these issues. This course allows a student to work within the administrative confines of a real health-care organization

(such as county health departments, hospitals, long-term-care facilities, government-funded agencies, medical groups, insurance companies, etc.) to gain valuable hands-on administrative experience working on real health-care issues. For more information about the Health Services Administration Undergraduate Internship, please contact [Dr.TimothyRotarius@ucf.edu](mailto:Dr.TimothyRotarius@ucf.edu).

Florida International University Bachelor of Health Services Administration

**Bachelor of Health Services Administration (BHSA)**

Careers in Health Services Administration: [www.healthmanagementcareers.org](http://www.healthmanagementcareers.org)

This BHSA Curriculum Plan of Study will be effective Fall 2012. Please contact Barbara Anderson (Director, Student Services) at [anderson@fiu.edu](mailto:anderson@fiu.edu) or Dr. Chanadra Whiting (BHSA Interim Chair) at [youngcd@fiu.edu](mailto:youngcd@fiu.edu).

<b>Health Services Administration Required Prerequisites (12 credits). Student must attain the minimum required grade in each prerequisite as specified below.</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>	<b>MINIMUM REQUIRED GRADE</b>	<b>PREREQUISITES</b>
<b>COURSE NUMBER</b>				
ECO 2023	Principles of Microeconomics	3	B-	NONE
ACG 2021	Accounting for Decisions	3	B-	ECO 2023
CGS 2060	Introduction to Microcomputers	3	B-	NONE
STA 3145 or STA 2023	Statistics for the Health Professions or Statistics for Business and Economics	3	B-	High School Algebra

University of North Florida Bachelor in Health Administration

- **Bachelor in Health Administration**

The Department of Public Health offers programs culminating in a Bachelor of Health Administration degree. This degree is designed to prepare graduates for entry-level administrative positions in hospitals, clinics, nursing homes, mental health organizations, insurance companies, public agencies, and many other types of health care organizations. It also serves to help enhance careers of students already working in the health services industry.

The primary goal of the health administration undergraduate program is to provide students with the entry skills needed by health administrators and management professionals. Students interested in long term care management may select course work and an internship that will allow them to qualify to take the Florida Nursing Home Administrator's licensing examination. An opportunity to pursue other special interests is provided with selection of 9-12 hours of elective course work.

### **Prerequisites (15 credits)**

Must be completed with a grade of "C" or higher

ACG2021 Prin of Financial Accounting (3 Credits)

ACGX021, ACGX024 or ACGX001 and ACGX011 are acceptable substitutes for ACG2021.

ACG2071 Prin Managerial Accounting (3 Credits)

ACGX071 and ACGX301 are acceptable substitutes for ACG2071.

ECO2023 Principles of Microeconomics (3 Credits)

STA2023 (GM) Elem Statistics-Business (3 Credits)

**SELECT ONE COMPUTER APPLICATIONS COURSE**

CGSX061, CGSX100 and ISMX000 are acceptable substitutes for the CGS requirement.  
Recommend CGS 1100 or CGS 1570

### **Requisites (3 credits)**

Must be completed with a grade of "C" or higher

HSA2530 The Language of Healthcare (3 Credits)

### **Major Requirements (42 credits)**

Must be completed with a grade of "C" or higher

- o **\*\*New as of fall 2013\*\*** Students electing to take Long Term Care Internship must add the Aging Services concentration. See a Brooks College of Health advisor.

HSA3111 Intro to Health Administration (3 Credits)

HSA4111 U.S. Health Care System (3 Credits)

HSA3522 Managerial Epidemiology (3 Credits)

HSA4553 Health Law and Ethics (3 Credits)

HSA4170 Health Care Finance (3 Credits)

Prerequisite: ACG2021

HSA3113 Consumer Issues in Healthcare (3 Credits)

HSA3210 Long Term Care Administration (3 Credits)

HSA4150 Introduction to Health Policy (3 Credits)

HSA3191 Health Information Systems I (3 Credits)

HSA3340 Healthcare Human Resources (3 Credits)

HSA3383 Quality Mangement Healthcare (3 Credits)

HSA3160 Health Care Marketing (3 Credits)

HSA4004 Professional Skills Dev (3 Credits)

Prerequisite: HSA4170

Co-requisite: HSA4922

HSA4922 Capstone: Health Admin (3 Credits)

Prerequisites: ACG2021, ACG2071, ECO2023 , STA2023, CGS1100, HSA4170

Co-requisite: HSA4004

Must be completed the semester prior to Internship

**Internships (6 credits)**

Must be completed with a grade of "C" or higher.

- HSA4850 must be completed in the last academic semester of enrollment.
- All program pre-requisites and major requirements must be completed prior to start of the Internship.
- Up to two major elective courses may be taken with the internship. You must petition to take coursework with the Internship.
- Students wishing to qualify for the HSA4941 Long Term Care Administration Internship must complete the concentration in Aging Services. See a Brooks College of Health advisor to add the concentration.

HSA4850 Health Admini Internship (6 Credits)

Prerequisites: ACG2021, ACG2071, ECO2023, STA2023, CGS1100, HSA4170, and HSA4004.

### **Major Electives (12 credits)**

Must be completed with a grade of "C" or higher.

- Students completing the 6 semester hour Health Administration Internship (HSA 4850) must take 12 semester hours of elective (total 4 courses). Up to 2 electives can be taken while interning.
- Students applying for the 9 semester hour Long Term Care Internship must complete the Aging Services concentration instead of the major electives.  
Required courses are
  - HSA3154 Aging Policy and Politics
  - GEY3004 Aging in America
  - GEY3503 Assisted Living Administration (available in fall and spring only)See a Brooks College of Health advisor to add the concentration.

SELECT 4 COURSES FROM THE FOLLOWING:

Elective options

- GEY, HSA, HSC, or MAN courses at the 3000/4000 level
- Other upper level (3000/4000) courses with approval of the program director. See a Brooks College of Health advisor for a list.

University of Florida Bachelor of Health Sciences

HSC 3057 Research Methods and Issues in Health Science

Credits: 4; Prereq: HSC 3502 and health science majors/minors only.

Emphasis on four aspects of research: understanding research principles, evaluating journal articles, applying research findings to clinical settings and designing programmatic evaluation projects.

#### HSA 3111 U.S. Health Care System

Credits: 3; Prereq: APK 2105C, and BSC 2007 or BSC 2009 or BSC 2010, and PSY 2012 and STA 2023; health science or communication sciences and disorders majors or health science minor.

Overview of organization, delivery and financing of health services in the U.S. Topics include health professionals, health care facilities, financing of health services, managed care and current health policy issues.

#### HSC 3192 Alternative Health Care

Credits: 3.

Instruction and practice in healthcare communication skills. Course provides an overview of key issues in healthcare communications and telehealth.

#### HSC 3502 Survey of Diseases and Disability

Credits: 3; Prereq: health science or communication sciences and disorders majors or health science minor.

Overview of medical and psychosocial aspects of chronic diseases and disability.

#### HSC 3661 Therapeutic Communication Skills with Patients, Families and the Health Care Team

Credits: 2; Prereq: HSA 3111, HSC 3502, HSC 4558 and health science majors only; Coreq: RCS 4415L.

Through lecture, discussion and role play in large and small groups, students learn appropriate verbal and nonverbal behavior to be used with patients, families and the health care team.

#### HSC 3801 Clinical Observation / Health Care Volunteer Work

Credits: 1 to 4; Prereq: health science majors only and department permission.

Opportunity to learn about a specific health care field or gain knowledge about specific patient or client populations through direct observation and/or hands-on assistance. (S-U)

#### HSC 4184 Health Care Leadership - Skills and Styles

Credits: 3; Prereq: HSA 3111, HSC 3502, HSC 4558 and health science majors only.

Behavioral styles that contribute to leadership effectiveness. Students study specific styles for their contributions to motivating people and overall leadership effectiveness in health care.

#### HSC 4558 Survey of Diseases and Disabilities 2

Credits: 3; Prereq: HSC 3502; health science or communication sciences and disorders majors or health science minor.

Overview of medical and psychosocial aspects of chronic diseases, including issues of disability management. This required course, combined with HSC 3502, covers all of the major disabling conditions.

#### HSC 4608L Critical Thinking in Health Care

Credits: 4; Prereq: HSA 3111, HSC 3502, HSC 4558, HSC 3661 and health science majors only.

Assists students in the development of critical thinking skills to solve problems in the health care environment.

#### HSC 4652L Ethical and Legal Issues in the Health Professions

Credits: 3; Prereq: HSA 3111, HSC 3502, HSC 4558 and health science majors only.

Overview of ethical and legal issues in the health professions, including contemporary ethical issues in disease management.

#### HSC 4930 Special Topics

Credits: 1 to 4.

A special topics course in health science. Please refer to the department for specific course information.

#### OTH 3416 Pathophysiology

Credits: 3; Prereq: APK 2105, HSA 3111, HSC 3502, and health science majors/minors only or instructor permission.

Basic understanding of pathophysiology as a change from normal physiological functioning of the various systems of the human body.

#### PHC 2100 Introduction to Public Health

Credits: 3.

Overview of public health as a multifaceted field. Includes discussion of contemporary public health challenges with input from discipline experts.

#### PHC 3440 Global Public Health

Credits: 3; Prereq: HSC 3502 and PHC 4101.

The critical links between global health and social and economic development. Discusses the burden of disease and how to measure this across countries. Focus will be on low and middle income countries and the health of the poor.

#### PHC 4024 Applied Epidemiology

Credits: 3; Prereq: HSC 3057, HSC 3502, HSC 4558, PHC 4101 and health science majors only.

Principles and methods of epidemiological investigation focusing on both infectious and noninfectious diseases. Emphasis on outbreak investigations, field epidemiology and epidemiology careers.

#### PHC 4101 Public Health Concepts

Credits: 3; Prereq: APK 2105C, and BSC 2007 or BSC 2009 or BSC 2010, and PSY 2012 and STA 2023; health science majors/minors only and department permission.

Introduction to the basic tenets, applications and foci of public health, including integrating public health with other health professions.

#### PHC 4117 Public Health Management Leadership

Credits: 3; Prereq: HSA 3111, HSC 3502, HSC 4558, PHC 4101 and health science majors only.

Provides students with knowledge relevant to leading public health organizations while effectively managing and motivating employees. Includes content on organizational behavior and theories to examine management, leadership and application of skills in delivering public health programs.

#### PHC 4943 Service Learning Practicum 1

Credits: 3; Prereq: HSC 3502, HSC 4558 and PHC 4101; Coreq: HSC 3661.

Course covers development of the role of a public health and human services provider in an agency setting.

#### University of South Florida Public Health

The following requirements are taken from the guidelines published in the 2009-2010 USF Undergraduate Catalog.

Admission standards: Admission to the College of Public Health is open to students who have been accepted to the University of South Florida and have declared a major in public health. Undergraduate students must submit a formal application for admission into the College of Public Health during orientation and advising for new students.

Graduation Requirements: The College of Public Health offers one undergraduate degree: Bachelor of Science.

1. Complete at least 120 accepted semester hours with a minimum USF cumulative GPA and overall GPA of 2.00. (Important! All grades including “D”s and “F”s are used to calculate GPA’s for students in the College of Public Health.)
2. Maintain major GPA of 2.00 in USF coursework.
3. Complete the Foreign Language Entrance Requirement if entering USF fall semester, 1987 or later.
4. Students enrolling in a college must satisfy State Rule 6A-10.30 (Gordon Rule) concerning computation and communication. Transfer students who enter the University of South Florida with 60 or more semester hours from a regionally accredited institution are considered to have met the communication portion of the Gordon Rule.
5. Complete Core Curriculum Requirements of 36 hours credit (See the curriculum table below)
6. Physical Education coursework is limited to 2 semester hours.
7. ROTC courses are limited to 9 semester hours.
8. None of the 20 credits may be taken in the student’s major unless S/U is the only grading option. Coursework fulfilling the Gordon Rule requirement may not be taken S/U.
9. The Audit option is available only during the first 5 days of classes.
10. Complete at least 9 semester hours at a Florida public university in the Florida State University System during summer terms if entering USF with fewer than 60 semester hours.
11. “D” grades are not acceptable in the major.
12. Complete all major course requirements.
13. Complete a minimum of 48 hours of upper-level courses (numbered 3000 or above).
14. Thirty (30) of the last 60 semester hours must be completed at USF to fulfill the residency requirement. *2011/2012 College Catalog – Undergraduate Programs Bachelor’s of Science in Public Health* Updated Spring 2012 *University of South Florida, College of Public Health Section 8* | <http://publichealth.usf.edu/>

The following requirements are taken from the guidelines published in the 2009-2010 USF Undergraduate Catalog.

Admission standards: Admission to the College of Public Health is open to students who have been accepted to the University of South Florida and have declared a major in public health. Undergraduate students must submit a formal application for admission into the College of Public Health during orientation and advising for new students.

Graduation Requirements: The College of Public Health offers one undergraduate degree: Bachelor of Science.

1. Complete at least 120 accepted semester hours with a minimum USF cumulative GPA and overall GPA of 2.00. (Important! All grades including "D"s and "F"s are used to calculate GPA's for students in the College of Public Health.)
2. Maintain major GPA of 2.00 in USF coursework.
3. Complete the Foreign Language Entrance Requirement if entering USF fall semester, 1987 or later.
4. Students enrolling in a college must satisfy State Rule 6A-10.30 (Gordon Rule) concerning computation and communication. Transfer students who enter the University of South Florida with 60 or more semester hours from a regionally accredited institution are considered to have met the communication portion of the Gordon Rule.
5. Complete Core Curriculum Requirements of 36 hours credit (See the curriculum table below)
6. Physical Education coursework is limited to 2 semester hours.
7. ROTC courses are limited to 9 semester hours.
8. None of the 20 credits may be taken in the student's major unless S/U is the only grading option. Coursework fulfilling the Gordon Rule requirement may not be taken S/U.
9. The Audit option is available only during the first 5 days of classes.
10. Complete at least 9 semester hours at a Florida public university in the Florida State University System during summer terms if entering USF with fewer than 60 semester hours.
11. "D" grades are not acceptable in the major.
12. Complete all major course requirements.
13. Complete a minimum of 48 hours of upper-level courses (numbered 3000 or above).
14. Thirty (30) of the last 60 semester hours must be completed at USF to fulfill the residency requirement.

### Appendix 3

#### MHA Peer Programs

#### Nova Southeastern University Master of Public Health

<b>Course No.</b>	<b>Course Name</b>	<b>Semester Hours</b>		<b>Core Courses (Required)</b>	
				<b>Course Directors</b>	
PUH 5220	Environmental and Occupational Health	F, W	3	J. Fleisher Ph.D., M.S.	
PUH 5301	Biostatistics	F, W	3	G. Suciu Ph.D., M.S.P.H	
PUH 5430	Epidemiology	F, W	3	N. Cook Ph.D., M.P.A	
PUH 5512	Health Policy, Planning, and Management	F, W	3	R. Foster Ed.D., M.S.N	
PUH 5520	Legal and Ethical Issues in Public Health	W	3	A. Perez J.D., L.C.S.W., M.P.H	
PUH 6001	Social and Behavioral Sciences Applied to Health	F	3	A. Perez J.D., L.C.S.W., M.P.H	
PUH 6604	Research Methods in Public Health (Pre-requisites: PUH 5301; PUH 5430)	F, W	3	P. Hardigan Ph.D., M.B.A	

<b>Course No.</b>	<b>Course Name</b>	<b>Semester Hours</b>		<b>Other Requirements</b>	
				<b>Course Directors</b>	
PUH 6002	Public Health Field Experience (Pre-requisites: PUH 5220; PUH 5301; PUH 5430; PUH 5512; PUH 5520; PUH 6001)	F, W, S	6	J. Dodds Ph.D., M.P.H.	
PUH 6690	Comprehensive Exam (Pre-requisites: PUH 5430 PUH 5220; PUH 5301; PUH 5512; PUH 5520; PUH 6001)	F, W, S	0	J. Dodds Ph.D., M.P.H.	

<b>Course No.</b>	<b>Course Name</b>	<b>Semester Hours</b>		<b>Elective Courses</b>	
				<b>Course Directors</b>	
PUH 5002	Health Promotion and Disease Prevention		3	D. Celestine Ed.D., M.P.H	
PUH 5004	Public Health Grant Writing	S	3	L. Hollar Ph.D.	
PUH 5009	Public Health Seminar		3	J. Dodds Ph.D., M.P.H.	
PUH 5014	Principles and Practice of Clinical trials (Pre-requisites: PUH 5301; PUH 5430)	S	3	G. Suciu Ph.D., M.S.P.H	
PUH 5050	Substance Abuse: Prevention and Intervention		3	R. Ferrero III J.D.	
PUH 5110	Culture, Ethnicity, and Health	S	3	A. Perez J.D., L.C.S.W., M.P.H	
PUH 5111	Public Health Issues of the Elderly		3	A. Perez J.D., L.C.S.W., M.P.H	
PUH 5112	All Hazards Preparedness	W	3	K. Messer M.P.H., M.S.W.	

PUH 5115	Principles of Health Education		3	D. Celestine Ed.D., M.P.H
PUH 5201	Foundations of Public Health	F, S	3	E. Sklar Ph.D., M.S.
PUH 5210	Public Health Communications	S	3	D. Steinkohl M.H.S.A.
PUH 5305	Advanced Biostatistics (Pre-requisites: PUH 5301)		3	G. Suciu Ph.D., M.S.P.H
PUH 5311	Public Health Genomics		3	R. Jacobs Ph.D.
PUH 5314	Global Health	W	3	C. Blavo D.O., M.P.H., & T.M., M.S
PUH 5420	Epidemiology of Diseases of Major Public Health Importance (Pre-requisite: PUH 5430)		3	S. Bowen M.D., M.P.H
PUH 5431	Community Health Assessment	S	3	N. Cook Ph.D., M.P.A
PUH 5500	School Health	S	3	C. Blavo D.O., M.P.H., & T.M., M.S
PUH 5502	Children's Health		3	C. Blavo D.O., M.P.H., & T.M., M.S
PUH 5503	Women's Health		3	K. Johnson D.O., Jr.
PUH 5504	Public Health Issues in Child Protection	F	3	C. Blavo D.O., M.P.H., & T.M., M.S
PUH 5510	Maternal and Child Health	F	3	K. Johnson D.O., Jr.
PUH 5513	Public Health Nutrition	W	3	C. Rokusek Ed.D., M.S.
PUH 5516	Public Health Informatics		3	E. Oviawe M.S., M.S.B.I., M.M.I.S.
PUH 5802	Epidemiologic Surveillance and Outbreak Investigation	S	3	J. Fleisher Ph.D., M.S.
PUH 6016	Survey Methods in Public Health (Pre-requisite: PUH 5301; PUH 5430)		3	G. Suciu Ph.D., M.S.P.H
PUH 6025	Interprofessional Leadership	S	3	R. Cooper Ph.D., M.S.
PUH 6101	Health Care Organization and Administration	S	3	R. Foster Ed.D., M.S.N
PUH 6104	Health Services Planning and Evaluation		3	M. Doldren Ed.D., M.P.H.
PUH 6120	Public Health Program Planning and Evaluation (Pre-requisite: PUH 5430)	F, W	3	T. Hollar Ph.D.
PUH 6201	Tropical Diseases	F	3	H. Laubach Ph.D.
PUH 6521	Budgeting & Accounting for Health Care Organizations		3	I. Rosenbaum M.P.A., D.P.A.
PUH 6522	Strategic Marketing for Health Care Organizations		3	I. Rosenbaum M.P.A., D.P.A.
PUH 6523	Strategic Leadership in Management of Human Resources	F	3	T. Hollar Ph.D.

Elective Projects

Course No.	Course Name	Semester Hours	Course Directors
PUH 6605	Grant Proposal Writing Practicum	F, W 3	L. Levy D.P.M., M.P.H.
PUH 6606	Introduction to SAS (Pre-requisite: PUH 5430)	F, W 3	J. Fleisher Ph.D., M.S.
PUH 6008	Public Health Advocacy	W 3	J. Howell M.D., M.P.H.
PUH 6017	Special Studies in Public Health	F, W, S 3	J. Pellosie, Jr. D.O., M.P.H. M. Wilkinson Ph.D., M.A. J. Howell M.D., M.P.H. P. Filker D.M.D., M.P.H.
PUH 6022	Community Health Project	F, W, S 6	D. Steinkohl M.H.S.A. C. Blavo D.O., M.P.H., & T.M., M.S P. Anderson-Worts D.O., M.P.H. N. Cook Ph.D., M.P.A T. Hollar Ph.D. K. Messer M.P.H., M.S.W. E. Sklar Ph.D., M.S.
PUH 6608	Public Health Research	F, W, S 3	M. Fernandez Ph.D., M.A. C. Blavo D.O., M.P.H., & T.M., M.S T. Hollar Ph.D. G. Suciu Ph.D., M.S.P.H N. Cook Ph.D., M.P.A R. Ownby M.D., Ph.D., M.B.A. R. Jacobs Ph.D. E. Sklar Ph.D., M.S.

## University of South Florida

2011/2012 College Catalog – Degrees Offered Master of Health Administration University of South Florida, College of Public Health Section 2 | 12 <http://publichealth.usf.edu/>

### **Master of Health Administration (MHA)**

The **Master of Health Administration (MHA)** prepares students for private and public sector leadership positions. In addition to the five core areas of public health, the curriculum helps students develop skills and knowledge in basic business disciplines with application to health services; a clinical and community perspective and professional skills. Students develop an understanding of organizational models and management principles applied to health settings; health care financial management and economics; quality and performance improvement; health policy and policy analysis; strategic planning and marketing; and health law and ethics.

The MHA requires a minimum of 56 semester credit hours plus field experience.

The core competencies for the **Master of Health Administration** program are stated below.

The competency model includes four domains:

- A. Management Science and Technology
- B. Leadership, Planning and Communication
- C. Public Policies and Community Engagement

#### D. Concepts of Economic and Financial Management

See the [MHA competencies document](#) for detailed listing of the MHA competencies.

#### **Required Application Documentation**

Applicants to the MHA degree are required to complete both a SOPHAS application and a USF Graduate School application. Required Documentation (**all items are required regardless of GPA or GRE scores**):

- Complete SOPHAS application (requires the following)
  - o Transcripts
  - o GRE taken within five years preceding application or equivalent scores (see [Admissions Tests Information](#) page for more information)
  - o Minimum of two letters of recommendation..
  - o Statement of purpose and objectives
  - o Resume or curriculum vitae
  - o International applicants from non-English-speaking countries must provide a minimum Test of English as a Foreign Language (TOEFL) score of 79-80 (internet based test), 213 (computer-based test) or 550 (written test), taken within 2 years of the desired term of entry.
  
- Completed USF Graduate School application

#### **Degree Admission Criteria**

The admission committee reviews and considers all required application documentation (listed above). To be admitted to an MHA degree, applicants must meet the following criteria.

- MHA applicants must have **one** of the following (**a, b or c**):
  - a. A bachelor's degree from a regionally accredited institution and satisfying at least one of the following criteria:
    - B" average (3.00 on a 4.00 scale) or better in all work attempted while registered as an undergraduate student working for a degree, OR

"B" average (3.00 on a 4.00 scale) or better in all work attempted while registered as an upper division undergraduate student working for a baccalaureate degree.

b. A bachelor's degree from a regionally accredited institution and a previous graduate degree from a regionally accredited institution.

c. The equivalent bachelors and/or graduate degrees from a foreign institution.

- MHA applicants must meet the minimum GRE scores for their program (defined in the GRE Scores Table on the [Admissions Tests Information](#) page) AND the minimum GPA of 3.00 on a 4.00 scale in upper division courses (GRE scores must be submitted regardless of GPA and GRE scores).
- Undergraduate majors are diverse and include: Life sciences, social sciences, business, or health professions.
- Prerequisite undergraduate courses: Micro economics.
- Applicants with insufficient background or training in public health or other health and biological sciences may be required to take prerequisite courses. Check specific department web sites for more information.
- Basic computer competency is expected.
- Students in all online public health courses are expected to meet certain technology requirements in order to successfully participate in their courses. It is the student's responsibility to ensure all requirements are met prior to the start of the semester. For more information, visit:[http://health.usf.edu/publichealth/eta/students\\_tech\\_requirements.htm](http://health.usf.edu/publichealth/eta/students_tech_requirements.htm)
- **Meeting of these criteria shall not be the only basis for admission**

**To start the application process, visit our Application page.**

#### **Additional Program Information**

- **SUPERVISED FIELD EXPERIENCE:** Students with substantial work experience can negotiate a reduced number of hours with their advisor (e.g., 1 or 2 hours) if the student has meaningful experience (involving decision-making) in a health care or related organization.

#### **Additional Links**

- [Department Specific Guidelines](#) for Special Project, Field Experience, Comprehensive Exam
- [Academic and Student Affairs](#) Registration, Academic Procedures, etc. :
- Tuition and Financial Aid
- College Admission Requirements
- Course Descriptions

*2011/2012 College Catalog – Degrees Offered Master of Health Administration University of South Florida, College of Public Health Section 2 | 14* <http://publichealth.usf.edu/> **College of Public Health - Program Curriculum Check Sheet**

Name: **Dept:** **HPM**  
Advisor: **Degree:** **MHA**  
Semester/Year Accepted: **Concentration:** **Health Administration**

Any grade below a C (C- to F) is required to be retaken. The grade will be included in the student's GPA.

College Core Courses	Total Needed	15	Grade	Sem/Yr Taken
PHC	6000		Epidemiology	3
PHC	6050		Biostatistics I <i>(recommend: QMB 6305)</i>	3
PHC	6102		Principles of Health Policy and Management	3
PHC	6357		Environmental and Occupational Health	3
PHC	6410		Social and Behavioral Sciences Applied to Health	3
<b>Management and Policy</b>		<b>Total Needed</b>		<b>19</b>
PHC	6114		Health Insurance & Managed Care <i>(PR: PHC 6102)</i>	2
PHC	6147		Managing Quality in Health Care <i>(PR: PHC 6102)</i>	2
PHC	6148		Strategic Planning and Health Care Marketing <i>(PR: PHC 6102)</i>	3
PHC	6151		Health Policy and Politics <i>(PR: PHC 6102)</i>	3
PHC	6180		Health Services Management <i>(PR: PHC 6102)</i>	3
PHC	6181		Organizational Behavior in Health Services <i>(PR: PHC 6102)</i>	3
PHC	6420		Health Care Law, Regulation and Ethics	3
<b>Finance, Economics and Decision Making Skills</b>		<b>Total Needed</b>		<b>17</b>
ACG	6025		Financial Accounting for Managers	2
QMB	6305		Managerial Decision Making	2
PHC	6161		Managerial Health Care Finance and Costing <i>(PR: PHC 6102, ACG 6025)</i>	4
PHC	6191		Quantitative Analysis in Health Services <i>(PR: PHC 6050, QMB 6305)</i>	3
PHC	6196		Information Systems in Health Care Management <i>(PR: PHC 6102, PHC 6050)</i>	3
PHC	6430		Health Economics <i>(PR: PHC 6102, UG Micro)</i>	3
<b>Culminating Experiences</b>		<b>Total Needed</b>		<b>6-7</b>
PHC	6945		Supervised Field Experience ( 1-2 credits)	
PHC	6977		Special Project	3
PHC	6183		Advanced Seminar in Health Care Management <i>(Case-based capstone course that included the final comprehensive exam)*</i>	2
<b>Minimum 56 credit hours (not</b>		<b>Total GPA Hours</b>		<b>GPA</b>

### University of North Florida

- The University of North Florida's Master of Health Administration (M.H.A.) program is designed to prepare individuals in the Southeastern United States to serve as effective administrators, managers and leaders in the wide variety of organizations and agencies that make up the health services field. The M.H.A. program offers opportunities to gain hands-on experience and transformational learning with the delivery and financing of health care in other countries through study abroad opportunities. The program is accredited by the Commission on Accreditation of Health Management Education (CAHME)

M.H.A. students have the opportunity to learn and interact with some of the nation's largest health care organizations. Jacksonville is home to Mayo Clinic, Blue Cross and Blue Shield of Florida, Baptist Health, HCA Memorial, St Vincent's Hospital, to name a few who provide a wide variety of internship and employment options.

The program offers part-time and full-time students the opportunity to acquire knowledge and skills enabling them to obtain entry level administrative and management positions or advance in established careers. Applications for admission are to be submitted to The Graduate School at the University of North Florida. Questions about the admission process can be directed to The Graduate School Office at the University of North Florida (904) 620-1360.

The program (54 hour minimum) is designed for those individuals who want to work in the field of management and administration within a health care delivery setting.

#### **Prerequisites**

Students entering this program without an undergraduate degree in health administration or business administration must complete prerequisite course work in Financial Accounting (ACG2021) and Elementary Statistics (STA2014 or STA2023).

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#### **Major Requirements (48 credits)**

HSA5177 Health Care Finance (3 Credits)

HSA6114 Health Organization/Delivery (3 Credits)

HSA6186 Healthcare Leadership (3 Credits)

HSA6435 Health Economics (3 Credits)

HSA6198 Health Information Technology (3 Credits)

HSA6196 Quantitative Analysis Health (3 Credits)

HSA6905 Health Policy (3 Credits)

HSA6385 Quality Management Health Care (3 Credits)

HSA6149 Health Planning and Marketing (3 Credits)

HSA6427 Health Law (3 Credits)

HSA6342 Healthcare Human Resources (3 Credits)

HSA6178 Adv Health Care Financial Mgmt (3 Credits)

HSA6520 Managerial Epidemiology (3 Credits)

HSA6188 Capstone:Healthcare Strat Mgmt (3 Credits)

SELECT ONE OPTION:

For a total of 6 hours:

- HSA 6815 Pract: Exec Skill Development
- HSA 6945 Long Term Care Internship
- HSC 6970 Thesis

### **Electives (6 credits)**

SELECT TWO COURSES FROM THE FOLLOWING

Electives must be selected from 5000 or 6000 level GEY, HSA, HSC, MAN and PAD courses or other graduate level courses with Program Director approval. MAN and PAD courses will require approval from their respective programs.

## University of Central Florida

The Department of Health Management and Information offers a Master of Science in Health Sciences with a track in Health Services Administration. The HSA track is accredited by the Commission on Accreditation of Healthcare Management Education (CAHME).

### **CURRICULUM**

#### **Total Credit Hours Required:**

51 Credit Hours Minimum beyond the Bachelor's Degree

The Health Services Administration track in the Health Sciences MS program requires a minimum of 51 credit hours beyond the bachelor's degree. This includes 42 credit hours of required courses, including the capstone course, 6 credit hours of electives, and 3 credit hours of an internship. The degree program also requires 6 credit hours of prerequisite courses, which may be taken after admission into the program. Knowledge of personal computers is also required.

Most required courses alternate between Fall, Spring, and Summer semesters and are not offered every term. The term each course is regularly offered is indicated in the course listing below. Students must meet with their academic adviser to develop a plan of study. A schedule of the program's curriculum can be found at the program website above.

The Master of Science in Health Services Administration program offers courses in both mixed-mode and face-to-face formats. This program cannot be completed online. Students with professional healthcare experience who are interested in an entirely online program can pursue the [Executive Health Services Administration track](#) in the Health Sciences MS Program.

#### **Prerequisites**

Students must complete prerequisite course work, including knowledge of finance and economics. Upon admission to the MS-HSA program, students will be required to complete 2 prerequisite assessment tests. Students that receive a passing score of a 70% or higher will be exempt from taking the prerequisite in the respective area. These prerequisite courses may be taken after admission to the program.

- HSA 5177 Foundation of Health Care Finance (3 credit hours)
- HSA 5436 Foundation of Health Care Economics (3 credit hours)

#### **Required Courses—42 Credit Hours**

#### **Core—39 Credit Hours**

- HSA 5198 Health Care Decision Sciences and Knowledge Management (3 credit hours) - *offered Spring*
- HSA 6119 Health Care Organization and Management I (3 credit hours) - *offered Spring*
- HSA 6128 Health Care Services Management (3 credit hours) - *offered Spring*
- HSA 6155 Health Economics and Policy (3 credit hours) - *offered Spring*
- HSA 6342 Health Care Human Resources Management (3 credit hours) - *offered Fall*
- HSA 6385 Health Care Quality Management (3 credit hours) - *offered Summer*
- HSC 6636 Issues and Trends in the Health Professions (3 credit hours) - *offered every semester*
- HSC 6911 Scientific Inquiry in the Health Professions (3 credit hours) - *offered Fall*
- PHC 6000 Managerial Epidemiology (3 credit hours) - *offered Summer*
- PHC 6146 Health Planning and Policy (3 credit hours) - *offered Fall*
- PHC 6160 Health Care Finance I (3 credit hours) - *offered Fall*
- PHC 6164 Health Care Finance II (3 credit hours)- *offered Spring*
- PHC 6420 Case Studies in Health Law (3 credit hours) - *offered Spring*

### **Capstone—3 Credit Hours**

A final written examination experience is required of all students in the program. This requirement will be met through successful completion of the capstone course (HSA 6925). To successfully pass this course, students must earn a grade of "A" or "B." There is one exception: students who earn no other "C" grades while in the HSA program will be permitted to pass this course with a grade of "C."

- HSA 6925 Capstone in HSA (3 credit hours) - *offered every semester*

### **Elective Courses—6 Credit Hours**

Choose two courses from the following list:

- HSC 6656 Health Care Ethics (3 credit hours)
- HSA 6112 International Health Care (3 credit hours)
- HSA 6512 Health Care Leadership (3 credit hours)
- HSA 6195 Management and Health Information Systems (3 credit hours)
- HSA 6536 Health and Medical Terminology for Health Administrators (3 credit hours)
- HSA 5509 Health Care Risk Management (3 credit hours)
- PUP 6607 Politics of Health Care (3 credit hours)
- NGR 5660 Health Disparities: Issues and Strategies (3 credit hours)
- ENC 5237 Writing for the Business Professional (3 credit hours)
- GEY 5648 Gerontology: An Interdisciplinary Approach (3 credit hours)
- Or an alternative graduate-level course at the discretion of the Program Director

### **Internship—3 Credit Hours**

As a requirement for the Master of Science in Health Services Administration, students must complete an internship within the administrative realm of an actual health care organization. Students will work directly with the Director of Internships to select an organization of interest. Students are required to

fulfill 240 contact hours within their selected organization over the course of the semester, or approximately 18-20 hours per week.

Many health care organizations will require that students complete a background check, which may include, but is not be limited to, law enforcement finger printing, state driving records, credit reports, and criminal records check. The cost of the back ground check is the student's responsibility. Background checks may take time to complete and, subsequently, could delay the student's internship placement. It is advised that, in the semester prior to the internship, the student contact the organization directly to obtain further information on the organization's background check requirements. Students who have potential background issues must contact the Director of Internships to schedule an interview in order to discuss the impact on field placement. The Health Services Administration Program cannot guarantee internship placement or subsequent degree completion for students who do not pass background checks

- HSA 6946 Internship (3 credit hours) - *offered every semester*

Students with 3 or more years of relevant health care management experience may qualify for a research-based internship option and are advised to contact the Director of Internships.

### **Independent Learning**

Independent learning is demonstrated throughout the curriculum through the process of inquiry and dialogue. Tangible research projects, scholarly papers, internships, and the capstone experience also contribute to the self-development of our students.

### **Additional Program Requirements**

Students must maintain a program of study and graduate status GPA of 3.0 or higher and can only graduate with a graduate status GPA of 3.0 or higher.

Additionally, students may not earn more than six credit hours of "C" grades while in the program. Students who receive more than six credit hours of "C" may be dismissed from further study in the major. A student who earns a grade of "D" or below will be dismissed from further study in the HSA program. In any course repeated, a student must earn a grade of "B" or better. The Health Services Administration program generally does not use plus/minus grading.

### **Application Requirements**

For information on general UCF graduate admissions requirements that apply to all prospective students, please visit the [Admissions](#) section of the Graduate Catalog. Applicants must [apply online](#). All requested materials must be submitted by the established deadline.

In addition to the [general UCF graduate application requirements](#), applicants to this program must provide:

- One official transcript (in a sealed envelope) from each college/university attended.

- Goal statement indicating how the Health Sciences MS program will enhance career goals.
- Résumé (no longer than two pages).
- Applicants applying to this program who have attended a college/university outside the United States must provide a course-by-course credential evaluation with GPA calculation. Credential evaluations are accepted from [World Education Services \(WES\)](#) or [Josef Silny and Associates, Inc.](#) only.

Admission to the program is competitive, based on evaluation of the applicant's abilities, past academic performance, work experience, and the match of the program with career goals. The Health Services Administration track accepts the most qualified students. Not all students who apply may be accepted, even if minimum requirements are met. Applicants who do not meet admission criteria are subject to an interview.

Students are admitted to the Health Services Administration track in the fall and spring semesters. Full and part-time plans of study are available for both fall and spring admission cycles.

## **FINANCIALS**

Graduate students may receive financial assistance through fellowships, assistantships, tuition support, or loans. For more information, see the College of Graduate Studies [Funding website](#), which describes the types of financial assistance available at UCF and provides general guidance in planning your graduate finances. The [Financial Information](#) section of the Graduate Catalog is another key resource.

### **Fellowships**

Fellowships are awarded based on academic merit to highly qualified students. They are paid to students through the Office of Student Financial Assistance, based on instructions provided by the College of Graduate Studies. Fellowships are given to support a student's graduate study and do not have a work obligation. For more information, see [UCF Graduate Fellowships](#), which includes descriptions of university fellowships and what you should do to be considered for a fellowship.

### **Florida International University**

## **HEALTHCARE MBA PROGRAM**

The MBA in Healthcare Management provides the knowledge and skills necessary for management careers in various health services organizations. The program emphasizes the practical applications of the concepts and theories of management and business within healthcare settings. In addition, we place particular emphasis on critical thinking, self-development, communication and teambuilding skills, problem-solving competence, and ethical leadership.

### **Mission, Vision and Values**

- Excellence in the dissemination and acquisition of knowledge and applications
- Responsibility as committed global citizens advancing best practices in healthcare
- Respect for all individuals

## Curriculum

Our Healthcare MBA curriculum consists of high-level graduate business and healthcare courses specially designed for management professionals. The program is designed for the convenience of the student while at the same time fosters learning at an accelerated rate using a cohort-based model.

### **Professional Development Seminars**

Three non-credit seminars will focus on soft skills such as leadership, team building, oral presentation, writing skills and career exploration. There will be team-building activities which include classroom exercises in group decision-making and problem-solving. Challenging outdoor exercises will be included to help participants build the skills they will need to work together in the program and to succeed in today's team-based organizations. Students will also work with a presentation and writing skills coach to improve the communication and writing skills that are critical to managerial success. All Professional Development Seminars are mandatory.

### **Operations Management**

This course covers analysis, design, and operations organizational systems. The system approach is used to provide a framework or general model of analysis, to which specific concepts, quantitative techniques, and tools can be related.

### **Legal Environment of Business**

This course studies the importance of law and legal institutions on commerce workings of administrative law, various aspects of employment legislation and other areas of the healthcare environment.

### **Marketing Management**

This course is the analysis and application of theory and problem solving for marketing management in the healthcare environment. Emphasis will be on the role of marketing in an organization, planning the marketing effort, management of marketing effort, management of marketing organizations, control of marketing operations, and evaluations of the marketing contributions.

### **Organizational Behavior**

This course examines individual, interpersonal, and small group behavior in healthcare organizations. Focus is on behavior, its causes, and management interventions to improve organizational effectiveness. Research methods to study organizational behavior are used.

### **Organization Information Systems**

This course provides an introduction to information systems and their role in health services organizations from a user's viewpoint. It surveys and reviews applications of the basic concepts necessary for understanding information systems. It includes study of the main activities in the development cycle used to acquired information systems capabilities.

### **Accounting for Managers**

This course is a presentation of the nature, techniques, and uses of accounting from the perspective of people who manage health services organizations. It covers both financial and management accounting.

### **Financial Reporting and Analysis**

This course uses a comprehensive treatment of analysis of health services organizations' financial statements as aid for decision making; looks at current state of financial reporting practices and impact of published statements on economic systems.

### **Corporate Finance**

In-depth examination of asset, liability and capital structure management, with emphasis on valuation capital budgeting techniques; risk evaluation; working capital management, and methods of short-term, intermediate and long-term financing. Prerequisite: ACG 6026 or equivalent

### **Strategic Management**

The use of cases, guest lectures, and gaming to integrate the analysis and measurement tools, the functional areas and health policy issues. The objective is to develop skill in broad area of rational decision-making in an administrative context of uncertainty.

### **Management of Healthcare Organizations in the 21st Century**

This course explores the use of evidence-based management for effective planning and decision-making by today's healthcare managers. Concepts and theories from the general management literature will be identified for dealing with the emerging issues of the health care industry relating to the delivery of

effective, patient-centered care. Field-based examples will be used to illustrate how managers use available information and data to improve the quality of organizational decisions and processes to achieve fiscal sustainability.

### **Economic and Decision Analysis in Health Services**

Using economics as a tool, this course analyzes specific world-wide health care problems and functioning of global health care markets.

### **Financing & Reimbursement of Health Systems**

In this course financing models for health delivery systems are examined. Reimbursement strategy of Medicare, Medicaid and other third party payers are analyzed.

### **Health Policy and Economics**

This course examines the impact of government, private sector, and interest groups on priority setting in global health policymaking and national health strategies using basic economics principles.

### **Master's Project in Management**

Each student will conduct a research project on a specific health care management problem in a community or institutional setting. Students are expected to demonstrate the application of the theories, concepts and skills acquired during the didactic portion of their graduate healthcare management education. It is an opportunity for the student to integrate prior learning within a healthcare delivery setting.

Our convenient, accelerated, Saturday-only Healthcare MBA program offers a great schedule for completing your MBA:

- The program requires 42 credit hours of coursework along with professional development seminars.
- Classes are held at our downtown Miami state-of-the-art facility (Fall Cohort) and our Broward location (Spring Cohort).
- Classes meet on Saturdays only in a hybrid format.
- The time to completion is eighteen months.

## **Appendix 4- Summary of Data: Class Size and Student-to-Faculty Ratio Spreadsheet**

Data was collected in the following manner: The data was filtered to give a more accurate and representative description of what programs are really experiencing in terms of “Class Size” and “Student-to-Faculty Ratio.”

### Class Size

Undergraduate and Graduate courses were evaluated separately.

Courses not included in the analysis: all of the seven Pre-business courses (all are 2000-level) as well as GEB 2011 were not reviewed. Other courses not included are Dissertation courses (7978-7980), DIS courses, Internships, lab sections, and small cross-reference courses sections.

Mean and Median Class Size and Student-to-Faculty Ratios were determined after segmenting the course data in to three groups:

all courses in the Department (separated as Undergraduate and Graduate)

all non-business core courses in the Department (only applies to Undergraduate)

only business core classes in the Department (only applies to Undergraduate)

### Student-to-Faculty Ratio

Student: Faculty ratio is derived from a formula created by the Common Data Set Initiative that is used by US News and World Report for reporting purposes. Also, the Integrated Postsecondary Education Data System (IPEDS), the primary source for data on colleges, universities, technical, and vocational postsecondary institutions in the United States uses the same formula.

IPEDS formula:

$$\text{Student-to-Faculty Ratio} = \frac{[SF + SP/3]}{[FFI + (FFN + FPI)/3]}$$

SF = the number of full-time enrolled students,

SP = the number of part-time enrolled students,

FFI = the number of full-time instructional faculty,

FFN = the number of full-time non-instructional faculty who teach part-time, and

FPI = the number of part-time instructional faculty

\*\* Since the College of Business does not classify students as Full-time or Part-time, the College of Business will determine Student FTE as follows: the number of student credit hours divided by a constant number (ie. 12 credits for Undergraduate courses and 9 credits for Graduate courses).

FAU formula for UG Student-to-Faculty Ratio =  $[\text{total student credit hours}/12] / [\text{FFI} + (\text{FFN} + \text{FPI})/3]$

FAU formula for GR Student-to-Faculty Ratio =  $[\text{total student credit hours}/9] / [\text{FFI} + (\text{FFN} + \text{FPI})/3]$

Lastly, it should be mentioned that Student-to-Faculty Ratios have been calculated based on a count of students from Fall and Spring of the academic year. It appears most university reports are based on one semester which results in a lower Student-to-Faculty Ratio.

**Appendix 5-Student-Faculty Ratio Calculations by Faculty and Class**

COURSE_NUMBER	CRN	Instructor Name	COUNT STUDENTS
4170	10930	Bernet, Patrick	27
4700	85041	Bernet, Patrick	24
4640	10940	Bernstein, Seymour	33
4930	86511	Carlton, Ronald	31
3002	10938	Carlton, Ronald	37
4640	10966	Dicowden, Mark	30
4640	85583	Dicowden, Mark	25
4110	10962	Goodrick, Elizabeth	30
4140	14977	Goodrick, Elizabeth	17
4817	85042	Goodrick, Elizabeth	9
3111	10892	Gustely, Kenneth	39
3111	85803	Gustely, Kenneth	31
4170	85039	Gustely, Kenneth	13
4700	10931	Hays, Robert	40
4700	85040	Hays, Robert	25
3111	82068	Lamm, Irwin	48
4222	86510	Lamm, Irwin	22
4930	19099	Lamm, Irwin	28
3191	85044	Mahle, Marlene	40
3191	10991	Mahle, Marlene	29
4109	14981	Mahle, Marlene	30
4113	85045	Mahle, Marlene	36
3534	17347	Newmann, Lawrence	80
3534	84320	Newmann, Lawrence	64
3111	10891	Palkon, Dennis	41
4170	82080	Palkon, Dennis	29
4817	82086	Palkon, Dennis	19
4817	10933	Palkon, Dennis	18
4640	82090	Sherman, Alan	35
4640	10939	Sherman, Alan	31
4110	82073	Sigler, Bryan	42
4110	82071	Sigler, Bryan	37
4110	10894	Sigler, Bryan	21
4124	19098	Sigler, Bryan	16
4140	10928	Sigler, Bryan	34
4140	82125	Sigler, Bryan	11
4511	14978	Sigler, Bryan	14
3111	82069	Sullivan, Adele	45
4140	82078	Valentine, John	28
4817	17349	Valentine, John	21
4383	85123	.	1
3191	19918	Mahle, Marlene	1
4109	19919	Mahle, Marlene	1
6175	10936	Bernet, Patrick	25
6707	82089	Bernet, Patrick	21
6930	19100	Goldsmith, Martin	15
6118	85124	Goodrick, Elizabeth	15
6103	15740	Hays, Robert	29
6103	82087	Hays, Robert	23
6425	14980	Spratt, William	26
6108	14979	Valentine, John	26

6152	85043	Valentine, John	20	31.25
6930	87556	Boxerman, Stuart	3	36.33
4170	10930	Bernet, Patrick	30	30.1
4700	85041	Bernet, Patrick	33	32
4700	10931	Bernet, Patrick	27	27.15
4423	21038	Bernstein, Seymour	35	29
3104	21035	Carlton, Ronald	38	27.11
4930	88939	Carlton, Ronald	37	29.7
4423	88574	Dicowden, Mark	37	29.84
4423	21039	Dicowden, Mark	26	29.46
4383	88938	Gillenwaters, Gail	31	32.42
4383	22063	Gillenwaters, Gail	10	33.5
4110	10962	Goodrick, Elizabeth	22	24.41
4140	14977	Goodrick, Elizabeth	27	31.74
4817	85042	Goodrick, Elizabeth	11	31.27
4170	82080	Gumus, Gulcin	25	28.08
4700	21417	Gumus, Gulcin	24	29.04
3111	10892	Gustely, Kenneth	39	30.44
3111	85803	Gustely, Kenneth	34	30.82
4110	22067	Gustely, Kenneth	30	28.3
4170	85039	Gustely, Kenneth	19	28.74
4700	85040	Hays, Robert	24	26.88
3191	21036	Hutton, Carol	33	26.67
4113	89955	Hutton, Carol	20	28.55
3111	82068	Lamm, Irwin	45	26.24
3111	22064	Lamm, Irwin	34	27.29
4222	86510	Lamm, Irwin	36	28.42
4930	21047	Lamm, Irwin	37	28.89
3534	17347	Newmann, Lawrence	90	26.7
3534	84320	Newmann, Lawrence	84	27.33
3111	82069	Palkon, Dennis	48	26.06
3111	10891	Palkon, Dennis	38	27.71
4817	82086	Palkon, Dennis	22	31.82
4817	10933	Palkon, Dennis	18	30.33
4423	88573	Sherman, Alan	33	27.18
4423	21037	Sherman, Alan	32	27.84
3191	89956	Sigler, Bryan	24	29.42
4109	21254	Sigler, Bryan	39	27.54
4110	82071	Sigler, Bryan	34	28.06
4110	10894	Sigler, Bryan	23	30
4124	19098	Sigler, Bryan	39	27.33
4140	10928	Sigler, Bryan	35	28.09
4140	82125	Sigler, Bryan	16	29.94
4140	82078	Valentine, John	33	26.76
4817	17349	Valentine, John	22	26.82
4110	82073	Whiteman, Alan	40	32.55
4511	14978	Whiteman, Alan	35	30.6



4930	22802	Lamm, Irwin	28
3104	22799	Newmann, Lawrence	60
3534	17347	Newmann, Lawrence	11
3534	22798	Newmann, Lawrence	105
3534	84320	Newmann, Lawrence	87
3534	91588	Newmann, Lawrence	85
4817	82086	Palkon, Dennis	32
4817	10933	Palkon, Dennis	21
4423	21038	Sherman, Alan	38
4423	88573	Sherman, Alan	33
4110	22067	Sigler, Bryan	47
4110	10894	Sigler, Bryan	31
4113	89955	Sigler, Bryan	32
4113	22800	Sigler, Bryan	10
4113	22807	Sigler, Bryan	10
4140	82125	Sigler, Bryan	31
4140	10928	Valentine, John	33
4817	85042	Valentine, John	23
3104	21035	Whiteman, Alan	53
3104	22809	Whiteman, Alan	49
4110	82071	Whiteman, Alan	51
4511	23381	Whiteman, Alan	38
4140	82078	Sigler, Bryan	4
4170	85039	.	2
4905	22804	Palkon, Dennis	1
4905	24688	Palkon, Dennis	1
6707	82089	Bernet, Patrick	30
6175	10936	Bernet, Patrick	13
6930	90670	Boxerman, Stuart	10
6937	23306	Carlton, Ronald	7
6707	23393	Dolfman, Michael	10
6425	14980	Goodman, Judith	14
6118	85124	Goodrick, Elizabeth	26
6103	82087	Hertelendy, Attila	20
6152	22805	Hertelendy, Attila	19
6103	15740	Hertelendy, Attila	18
6930	91666	Hutton, Carol	22
6930	23307	Hutton, Carol	10
6930	23308	Mahle, Marlene	18
6152	85043	Valentine, John	19
6108	14979	Valentine, John	18
6855	21336	Palkon, Dennis	8
6855	90673	Palkon, Dennis	5
4170	92886	Bernet, Patrick	17
4170	82080	Bernet, Patrick	13
4700	85041	Bernet, Patrick	31
3104	22799	Defronzo, Donna	51
3111	82069	Defronzo, Donna	30

4700	24852	Dolfman, Michael	<a href="#">25</a>
4930	93975	Feidelman, Lawrence	<a href="#">22</a>
4423	92490	Goodman, Judith	<a href="#">38</a>
4423	21037	Goodman, Judith	<a href="#">36</a>
4110	82073	Goodrick, Elizabeth	<a href="#">33</a>
4110	10894	Goodrick, Elizabeth	<a href="#">24</a>
4817	17349	Goodrick, Elizabeth	<a href="#">14</a>
3111	10892	Gray, Edward	<a href="#">48</a>
3111	22064	Gray, Edward	<a href="#">42</a>
3111	85803	Gray, Edward	<a href="#">13</a>
4700	85040	Gumus, Gulcin	<a href="#">30</a>
4700	21417	Gumus, Gulcin	<a href="#">27</a>
4700	10931	Gumus, Gulcin	<a href="#">23</a>
3111	92889	Gustely, Kenneth	<a href="#">40</a>
4110	22067	Hertelendy, Attila	<a href="#">47</a>
4110	82071	Hertelendy, Attila	<a href="#">39</a>
4113	24854	Hutton, Carol	<a href="#">31</a>
4930	93321	Hutton, Carol	<a href="#">11</a>
4140	82125	Johnson, Maria	<a href="#">35</a>
4140	25229	Johnson, Maria	<a href="#">14</a>
4930	93319	Johnson, Maria	<a href="#">6</a>
3111	10891	Lamm, Irwin	<a href="#">53</a>
4222	24694	Lamm, Irwin	<a href="#">35</a>
4222	86510	Lamm, Irwin	<a href="#">33</a>
4223	93470	Lamm, Irwin	<a href="#">15</a>
4110	25227	Monestime, Judith	<a href="#">40</a>
4110	94105	Monestime, Judith	<a href="#">38</a>
3104	21035	Newmann, Lawrence	<a href="#">60</a>
3104	94005	Newmann, Lawrence	<a href="#">57</a>
3534	17347	Newmann, Lawrence	<a href="#">116</a>
3534	22798	Newmann, Lawrence	<a href="#">105</a>
3534	24853	Newmann, Lawrence	<a href="#">88</a>
3534	84320	Newmann, Lawrence	<a href="#">83</a>
3534	91588	Newmann, Lawrence	<a href="#">80</a>
3534	94004	Newmann, Lawrence	<a href="#">71</a>
4817	10933	Palkon, Dennis	<a href="#">27</a>
4817	82086	Palkon, Dennis	<a href="#">22</a>
4423	21039	Parker, Clark	<a href="#">39</a>
4423	88574	Parker, Clark	<a href="#">29</a>
3104	92890	Roopnarinesingh, Urmala	<a href="#">52</a>
3104	22809	Roopnarinesingh, Urmala	<a href="#">33</a>
4140	24693	Roopnarinesingh, Urmala	<a href="#">41</a>
4423	21038	Sherman, Alan	<a href="#">39</a>
4423	88573	Sherman, Alan	<a href="#">33</a>
3534	24699	Slawek, Paul	<a href="#">54</a>
3534	92506	Slawek, Paul	<a href="#">45</a>
4140	82078	Valentine, John	<a href="#">38</a>
4140	10928	Valentine, John	<a href="#">31</a>
4817	85042	Valentine, John	<a href="#">21</a>
3111	82068	Whiteman, Alan	<a href="#">30</a>
3111	94023	Whiteman, Alan	<a href="#">15</a>
4109	90675	Whiteman, Alan	<a href="#">37</a>

3111	94024	Gustely, Kenneth	<a href="#">7</a>
3111	94050	Gray, Edward	<a href="#">6</a>
3191	94027	Willis, Keith	<a href="#">5</a>
3111	94025	Defronzo, Donna	<a href="#">4</a>
3191	94026	Willis, Keith	<a href="#">4</a>
4930	94052	.	<a href="#">4</a>
4930	93238	.	<a href="#">2</a>
4905	25230	Palkon, Dennis	<a href="#">1</a>
4930	93726	.	<a href="#">1</a>
<b>6707</b>			
6707	82089	Carlton, Ronald	<a href="#">13</a>
6425	14980	Goodman, Judith	<a href="#">10</a>
6118	85124	Goodrick, Elizabeth	<a href="#">13</a>
6152	85043	Hertelendy, Attila	<a href="#">30</a>
6930	93243	Hertelendy, Attila	<a href="#">19</a>
6930	24697	Hertelendy, Attila	<a href="#">14</a>
6152	22805	Hertelendy, Attila	<a href="#">10</a>
6930	24698	Mahle, Marlene	<a href="#">22</a>
6930	93242	Mahle, Marlene	<a href="#">18</a>
6103	82087	Radlauer, Charles	<a href="#">31</a>
6103	15740	Radlauer, Charles	<a href="#">26</a>
6108	14979	Valentine, John	<a href="#">25</a>
6175	10936	Whiteman, Alan	<a href="#">17</a>
<b>6855</b>			
6855	21336	Palkon, Dennis	<a href="#">7</a>
6855	90673	Palkon, Dennis	<a href="#">6</a>
6707	23393	.	<a href="#">2</a>
6930	25568	Palkon, Dennis	<a href="#">2</a>
6930	24696	.	<a href="#">1</a>